



**INDIVIDUALS WITH DISABILITIES EDUCATION ACT
PROGRAM-FUNDED ACTIVITIES
FISCAL YEAR 1999**

**OFFICE OF SPECIAL EDUCATION PROGRAMS
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
U.S. DEPARTMENT OF EDUCATION
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INTRODUCTION

The purpose of this document is to provide a description of program activities funded during fiscal year 1999 under the Individuals with Disabilities Education Act (IDEA), and administered by the Office of Special Education Programs (OSEP). These include three formula grant programs, totaling over \$5 billion, which provide funds to States to improve services for children and youth with disabilities. The remaining activities are funded under discretionary grant programs that provide grants on a competitive basis to universities, State and local educational agencies, and other private and public profit and non-profit organizations, to conduct research, training, technical assistance, and evaluation aimed at supporting the implementation of IDEA. These discretionary programs totaled \$279 million in fiscal year 1999, and are the main focus of this document.

Because of the large number of discretionary grants supported each year under these programs (more than 1,000 in 1999), it is not possible to describe each project in this document. However, because grant awards are typically made under a few priority areas, on a competitive basis, it is possible to present information on each of these priorities that is representative of the broad range of projects. For each competition that resulted in multiple awards, only a few projects are described for illustrative purposes.

To obtain more information about these or additional projects under any of these programs, you may write to the:

Office of Special Education Programs
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Washington, DC 20202

An electronic copy of this document can be obtained by accessing the OSEP web site at:

www.ed.gov/offices/OSERS/OSEP/

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IDEA PROGRAM-FUNDED ACTIVITIES

STATE GRANT PROGRAM FOR CHILDREN WITH DISABILITIES – PART B

IDEA, Part B; CFDA 84.027

FY 1999 Appropriation: \$4,310,700,000

The Grants to States program provides formula grants to assist the 50 States, the District of Columbia, Puerto Rico, the Secretary of the Interior, and Outlying Areas in meeting the excess costs of providing special education and related services to children with disabilities. In order to be eligible for full funding, States must serve all children with disabilities ages three through 21 years, except that they are not required to serve children ages 18 through 21 years if services are inconsistent with State law or practice or the order of any court. Funds are distributed based on the number of children with disabilities to whom the States provide a free appropriate public education (FAPE) until the appropriation for Grants to States exceeds a trigger amount of \$4.925 billion. At that time, the allocation for each State would be based on a variety of factors. First, each State would be allocated an amount equal to the amount that it received in the prior year. Eight-five percent of the remaining funds would be allocated based on the number of children in the general population age range for which the State guarantees FAPE to children with disabilities. Fifteen percent of the remaining funds would be allocated based on the number of children living in poverty in the age range for which the State guarantees FAPE to children with disabilities. The law also provides several maximum and minimum allocation requirements once the trigger level is exceeded.

Funds are provided on a forward-funded basis. The 1999 appropriation became available on July 1, 1999 and will remain available for obligation until September 30, 2000. School districts will use the funds primarily for the 1999-2000 school year.

Most funds provided to States must be passed on to local educational agencies. However, a portion of the funds may be used for State-level activities such as administration, monitoring, mediation, direct and support services, developing plans for the State Improvement Program, and helping local educational agencies address personnel shortages. The maximum amount of funds that can be retained by a State for State-level activities is an amount equal to 25 percent of the amount it received for fiscal year 1997 under the Grants to States program adjusted upward each year by the lesser of the rate of increase in the States allocation or the rate of inflation. The amount used for administration is limited to the greater of 20 percent of the amount available to a State for State-level activities or \$500,000, as adjusted for inflation from fiscal year 1999.

Funds that are not used for State level activities must be passed through to local educational agencies either by formula or as special subgrants for capacity building and improvement. Until the trigger level is reached, sub-State formula allocations must be based on the number of children with disabilities that local educational agencies serve. After the trigger is reached, sub-State formula allocations must be made in a fashion similar to that used to allocate funds among the States. A state must provide its local educational agencies with special subgrants for capacity building in any year in which the percentage increase in a State's allocation exceeds the rate of inflation and the amount of required funding for these grants in the State equals or exceeds \$100,000. Competitive grants not to exceed \$7.243 million must also be made to the Outlying Areas of the Pacific Basin and Freely Associated States through fiscal year 2001.

PRESCHOOL GRANTS PROGRAM – PART B

IDEA, Part B; CFDA 84.173

FY 1999 Appropriation: \$373,985,000

The Preschool Grants program provides formula grants to States, the District of Columbia, and Puerto Rico to make available special education and related services for children with disabilities in the 3-through-5-year-old age range. In order to be eligible for these grants, States must serve all children with disabilities aged three through five have an approved State plan under Part B of the Individuals with Disabilities Education Act (IDEA), and an approved application. A State that does not make a free appropriate public education (FAPE) available to all children with disabilities aged three through five cannot receive funds under this program or funds attributable to this age range under the Grants to States program. In addition, the State would not be eligible for grants under IDEA National Activities for activities pertaining solely to children aged three through five. Currently, all states are making FAPE available to all children aged three through five with disabilities.

At their discretion, States may include preschool-aged children who are experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, who need special education and related services. States, at their discretion, and local educational agencies, if consistent with State policy, may also use funds received under this program to provide FAPE to 2-year-old with disabilities who will turn three during the school year.

The Individuals with Disabilities Education Act Amendments of 1997 substantially revised the formula for allocating funds under this program, changing it from a child count driven formula to one based on general population and poverty. Under the new formula, each State is first allocated an amount equal to the amount it received in fiscal year 1997. For any year in which the appropriation is greater than the prior year level, 85 percent of the remaining funds are distributed based on the State's relative percentage of the total number of children aged three through five in the general population. The other 15 percent is distributed based on the relative percentage of children aged three through five in each state who are living in poverty. The Amendments also provide several floors and ceilings regarding the amount a State can receive in any year. As a base, no State can receive less than it received in the prior year. In addition, every State must receive an increase equal to the higher of:

- 1) the percent the appropriation grew above the prior year, minus 1.5 percent; or,
- 2) 90 percent of the percentage increase from the prior year.

A new minimum allocation of 1/3 of 1 percent of the increase in the total appropriation over the preceding year was also established. The new provisions place a ceiling on how much the allocation to a State may increase, in that no State may be allocated an increase above the prior year greater than the percent of growth in the appropriation from the prior year plus 1.5 percent. These provisions were added to ensure that every State receives a part of any increase and that there is no radical shift in resources among the States. The formula changes went into effect with the fiscal year 1998 appropriation, which became available on July 1, 1998.

States must distribute the bulk of their grant awards to local educational agencies. They may retain funds for State-level activities up to an amount equal to 25 percent of the amount they received for fiscal year 1997 under the Preschool Grants program, adjusted upward each year by the lesser of the rate of increase in the State's allocation or the rate of inflation. The amount that may be used for administration is limited to 20 percent of the amount available to a State for State-level activities. State-level activities include:

- 1) support services, including establishing and implementing a mediation process, which may benefit children with disabilities aged three through five;
- 2) direct services for children eligible under this program;
- 3) development of a State improvement plan;
- 4) activities to meet the performance goals established by the State and to support implementation of the State improvement plan; or
- 5) supplements to other funds used to develop and implement a statewide coordinated services system, including children with disabilities and their families, but not to exceed 1 percent of the amount received by the State under this program for a fiscal year.

INFANTS AND TODDLERS WITH DISABILITIES PROGRAM – PART C

IDEA, Part C; CFDA 84.181

FY 1999 Appropriation: \$370,000,000

This formula grant program assists States in implementing statewide systems of coordinated, comprehensive, multidisciplinary, interagency programs to make available early intervention services to all children with disabilities, aged birth through two, and their families. Under the program, States are responsible for ensuring that services are made available to all birth-through-2-year-olds with disabilities, including Indian children and their families residing on reservations geographically located in the State. Infants and toddlers with disabilities are defined as children who:

- 1) are experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: cognitive development, physical development, communication development, social or emotional development, or adaptive development; or
- 2) have a diagnosed physical or mental condition which has a high probability of resulting in developmental delay.

Within statutory limits, "developmental delay" has the meaning given the term by each State. In addition, States have the discretion to provide services to infants and toddlers who are at risk of having substantial developmental delays if appropriate early intervention services are not provided.

Funds allocated under the program can be used:

- 1) to maintain and implement the statewide system described above;
- 2) to fund direct early intervention services for infants and toddlers with disabilities that are not otherwise provided by other public or private sources;
- 3) to expand and improve services that are otherwise available;
- 4) to provide a free appropriate public education, in accordance with Part B of the Individuals with Disabilities Education Act (IDEA), to children with disabilities from their third birthday to the beginning of the following school year and
- 5) to initiate, expand, or improve collaborative efforts related to identifying, evaluating, referring, and following-up on at-risk infants and toddlers in States that do not provide direct services for these children.

To be eligible for a grant, a State must have in effect a policy that appropriate early intervention services are available to all infants and toddlers with disabilities in the State and their families, including Indian infants and toddlers with disabilities and their families residing on a reservation geographically located in the State. The statewide system must also comply with 16 statutory requirements, including having a lead agency designated with the responsibility for the coordination and administration of funds and a State Interagency Coordinating Council to advise and assist the lead agency.

Allocations are based on the number of children in the general population aged birth through two years. No State can receive less than 0.5 percent of the funds available to all States or \$500,000, whichever is greater. The Outlying Areas may receive up to 1 percent of the funds appropriated. The Secretary of the

Interior (Interior) receives 1.25 percent of the amount available to States. Interior must pass through all the funds it receives to Indian tribes, tribal organizations, or consortia for the coordination of early intervention services for reservations with Interior schools. Tribes and tribal organizations can use the funds they receive to provide:

- 1) help to States in identifying Indian infants and toddlers with disabilities,
- 2) parent training, and
- 3) early intervention services.

The Individuals with Disabilities Education Act Amendments of 1997 redesignated the Grants for Infants and Families program as Part C of the Act and amended the authority to increase the program's emphasis on providing services in natural environments; clarify that paraprofessionals who are appropriately trained and supervised may assist in the provision of early intervention services; require States to offer mediation, consistent with the mediation provision that applies to the Grants to States program; and expand the transition provision to include preschool or other appropriate services. The uses of funds were expanded, for States that do not elect to provide services for at-risk infants and toddlers, to allow these States to initiate, expand or improve collaborative efforts related to at-risk children for the purposes of identification, evaluation, referral, and follow-up. The Amendments also expanded the role of the Federal Interagency Coordinating Council to advise and assist the Secretaries of Health and Human Services, Defense, Interior, and Agriculture and the Commissioner of Social Security, in addition to the Secretary of Education, in their responsibilities related to serving children from birth through age five who are eligible for services under Parts B and C of IDEA. These amendments became effective on July 1, 1998.

STUDIES AND EVALUATIONS

FY 1999 Appropriation: \$9,700,000

PURPOSE:

The Studies and Evaluations program is designed to assess the effectiveness of state and local efforts to provide a free appropriate public education to children with disabilities, and to provide early intervention services to infants and toddlers with disabilities and infants and toddlers who would be a risk of having substantial developmental delays if early intervention services were not provided to them.

PROGRAM ACTIVITIES:

NATIONAL EARLY INTERVENTION LONGITUDINAL STUDY (NEILS) (84.159E) (\$999,619; 1 continuation cooperative agreement).

The purpose of this project is to design and conduct a five-year longitudinal study of infants and toddlers and their families served under Part C services. The priority responds to the critical need for information on the immediate and long-term results for children, families, and service providers. The project, being carried out by *SRI International, Menlo Park, CA*, is conducting analyses that: compare and evaluate different patterns of child development related to long term outcomes for children and their families; assess the effects of socioeconomic, demographic and health-related variables on long-term developmental and behavioral characteristics of children; isolate and explain the long-term results of intervention for young children with disabilities and their families; identify medical variables, personal functioning variables, and the interaction of the environment with these variables that could restrict or facilitate the development of children with disabilities; incorporate family variables; and provide information on services, service providers, and the appropriateness of particular service settings.

EARLY CHILDHOOD LONGITUDINAL STUDIES: KINDERGARTEN AND BIRTH COHORTS (\$400,000; 2 continuing contracts).

The OSEP interagency contributions to the *National Center for Education Statistics (NCES)* are used to support the development and adaptation of instruments to address issues related to preschool children with disabilities who are included in the study sample of the *Early Childhood Longitudinal Study: Kindergarten Cohort (ECLS-K)* begun in 1996. The study provides a number of performance measures related to services provided to young children. The study describes the extent to which children with disabilities are served in inclusive settings and whether an appropriate array of services and supports is available and implemented. The *Early Childhood Longitudinal Study: Birth Cohort 2000 (ECLK-B)* is designed to provide decision makers, researchers, child care providers, teachers, and parents with detailed information about the early life experiences of children. The OSEP interagency contributions to this study support the development and refinement of assessment and survey instruments for the inclusion of infants and toddlers with disabilities and their families. The study will provide information about early identification of disabilities, patterns of service and supports, and descriptive information on the early experiences of infants and toddlers with disabilities and their families.

SPECIAL EDUCATION ELEMENTARY LONGITUDINAL STUDY (SEELS) (\$2,332,174; 1 new contract).

The purpose of this study is to begin to fill the information gap for elementary and middle school students in special education. Key research questions for the study will address the characteristics and functional abilities and disabilities of students in special education; the characteristics of their households; characteristics of their schools, school programs, and classroom experiences; aspects of their lives out of school, including extra curricular activities and learning experiences provided by families; and student achievement and outcomes in the academic, social and independence domains. The longitudinal nature of

the study will provide an understanding of how these kinds of experiences and outcomes change over time as children grow. Findings will generalize to special education students in this age range as a whole, to students in each federal special education disability category, and students in each single-year cohort. OSEP awarded the contract to **SRI International, Menlo Park**. Additional information is available on the web at www.sri.com/seels/.

THE SPECIAL EDUCATION EXPENDITURE PROJECT (SEEP) **(\$1,505,000; 1 new contract).**

This study being conducted by the **Center for Special Education Finance, within the American Institutes of Research, Palo Alto, CA** is the most recent in a series of national studies of the costs of special education and related services. It addresses questions about how federal, state, and local funds are used to support programs and services for students with disabilities, with special attention to the fiscal provisions enacted under IDEA '97. In addition to determining the total and per pupil costs amounts spent on special education and related services throughout the U.S. the study will collect data in such a way as to increase understanding of the overall patterns of allocation of educational dollars to students with disabilities. It will also explore the fiscal impact of specific provisions of IDEA '97, including new fiscal requirements regarding placements in the least restrictive environment, coordination of services with other health and social service agencies, increased requirements for mediation in dispute resolution, and increased flexibility to blend funds for schoolwide programs. The project will also explore the fiscal relationship between special and regular education programs, the effectiveness of the distribution of Part B preschool funds to local education agencies, and other directed research questions. Additional information is available on the web at www.seep.org/.

THE STUDY OF PERSONNEL NEEDS IN SPECIAL EDUCATION (SPENSE) **(\$1,352,739; 1 continuing contract).**

In 1998, OSEP contracted with a team of researchers headed by staff at **Westat, Rockville, MD**, to design a national study of the number and qualifications of personnel needed to adequately serve students with disabilities ages 3 through 21. This study will provide information on the adequacy of the workforce nationally, within each region, and within and across personnel categories. SPENSE will include personnel from a nationally representative sample of districts, intermediate education agencies, and state schools for students with vision and hearing impairments. In spring 2000, approximately 10,000 local administrators, preschool teachers, general and special education teachers, speech-language pathologists, and paraprofessionals will be asked to participate in a telephone interview. Information from the interviews will be analyzed, along with data on state policies and practices, to describe workforce quality and factors affecting it. Additional information is available on the web at www.spense.org/.

STATE AND LOCAL IMPLEMENTATION OF IDEA (SLI-IDEA) **(1 new contract).**

This longitudinal study will evaluate the state and local implementation of the 1997 amendments to IDEA and the impact of this legislation on schools, districts, and states. The evaluation will provide an accurate description of the short and long-term effectiveness of IDEA in improving educational services for children and youth with disabilities. This evaluation will address the requirements in Section 674(b) of the Individuals with Disabilities Education Act (IDEA) which authorizes a national assessment of the act. The study will focus on the implementation process of the 1997 amendments to IDEA, factors that contribute to effective implementation, contextual factors that influence results, outcomes of IDEA, and emerging issues related to IDEA. Qualitative case study approaches will be combined with quantitative survey approaches to gather data from state education agencies, local school districts and schools. Additional information is available on the web at www.sli-idea.air-dc.org.

**NATIONAL RESEARCH COUNCIL STUDY ON DISPROPORTIONATE REPRESENTATION (84.324A)
(\$300,000 forwarded from 1998; 1 continuing grant).**

The National Academy of Sciences National Research Council, Washington, D.C. will conduct a comprehensive two-year study of the disproportionate number of students from minority backgrounds in special education programs. Congress in the Labor, Health and Human Services, and Education Committee Conference report for fiscal year 1998 called for this study. Building on the 1982 NRC report, *Placing Children In Special Education: A Strategy For Equity*, a committee will be formed composed of approximately 10 experts in such fields as psychology, child development, cognitive science, sociology, anthropology, education, measurement, law, and statistics to examine developments in law and practice over the past two decades. It will conduct a comprehensive synthesis of the literature, examine the available data, and explore the current policy context with regard to special education placements. In the course of the work, the committee will provide opportunities for interested groups to convey their views and pertinent information.

**STATE AND LOCAL EDUCATION EFFORTS TO IMPLEMENT THE TRANSITION REQUIREMENTS IN IDEA (84.159D)
(\$184,000; 1 continuation cooperative agreement).**

The purpose of this project, located at the *University of Vermont and State Agricultural College, Burlington, VT*, is to conduct a study that describes Federal, State, and local implementation, including policies, procedures, and practices associated with transition services mandated by IDEA; identifies barriers to effective implementation; and evaluates the impact of transition services on student outcomes. The project will provide information on the nature and extent of State and local implementation of the expanded transition requirements of IDEA; student participation and the impact these services have on student outcomes; the extent to which other agencies are involved in the transition process; and the degree to which transition services access and use information and services available from a variety of Federal programs.

**STRATEGIC AND TECHNICAL SUPPORT FOR OSEP ACTIVITIES
(\$2,800,404 funded from various programs; one continuation contract).**

The purpose of this contract with *American Institutes of Research, Washington, DC* and *Research Triangle Institute, Research Triangle Park, NC* is to improve the impact of research and innovation on professional practice and services to individuals with disabilities. The contractors provide the Office of Special Education Programs with technical support; such as program planning and evaluation, synthesizing the professional knowledge base, and providing access to and support for the use of this knowledge base from research.

**NATIONAL LONGITUDINAL STUDY OF YOUTH – BUREAU OF LABOR STATISTICS
(\$100,000; one continuing contract with the Bureau of Labor Statistics).**

OSEP is contributing to the *National Longitudinal Study of Youth* that will follow high school students for 15 years. OSEP funds will pay for an oversampling of students with disabilities to obtain valid and reliable national estimates and data on the secondary and post-secondary experiences of these youth.

RESEARCH AND INNOVATION

FY 1999 Appropriation: \$64,508,000

PURPOSE:

This program supports research and demonstration activities to promote (a) the production of new knowledge; (b) the integration of research to practice including activities that support State systemic-change and local capacity-building efforts; and (c) the use of knowledge to improve services provided under the Act which achieve desirable early intervention, educational, and transitional results for children with disabilities. In carrying out these activities, OSEP seeks an appropriate balance among priorities that focus on knowledge production, integration of research and practice, and use of professional knowledge, in addition to addressing all age ranges (i.e., infants, toddlers, children and youth with disabilities).

PROGRAM ACTIVITIES:

EARLY EDUCATION/INTERVENTION

NON-DIRECTED MODEL DEMONSTRATION PROJECTS (84.024B)

(\$3,517,980; 25 continuation grants).

This priority supports model demonstration projects that develop, implement, evaluate, and disseminate new or improved approaches for providing early intervention and related services, to young children ages 0-5 and their families. Projects supported under this priority are expected to be major contributors of models or components of models for service providers and for outreach projects funded under the Individuals with Disabilities Education Act. The following project description is provided as an example. The University of *Kansas, Lawrence, KS* will use findings of their study to increase basic alerting and responding behaviors among infants with severe cognitive and multiple disabilities. The results of this study will provide the basis for interventions that use communication cueing strategies that best-fit individual differences in behavior state patterns and, most importantly, that are designed to increase the duration of time infants spend in the alert and responsive states.

OUTREACH PROJECTS FOR YOUNG CHILDREN WITH DISABILITIES (84.024D)

(\$2,236,052; 16 continuation grants).

The purpose of these three-year outreach projects is to assist educational and other agencies in implementing proven models, components of models, and other exemplary practices; and to improve services to children with disabilities ages birth through eight, including minority children and children with limited English proficiency. Projects are required to coordinate dissemination and replication activities with the lead agency for the Infants and Toddlers with Disabilities Program (Part C of IDEA) or the State Educational Agency for Special Education (Part B of IDEA). Additionally, projects must involve families in their activities and ensure interagency coordination when multiple agencies are involved. The following are some examples of projects funded under this program. The *University of Montana, Missoula, MT* will replicate the Child Care plus (CC+) model of inservice training by providing coursework on the inclusion of children with disabilities for child care providers and other early childhood professionals in rural areas across the nation, and training for learning facilitators to replicate the model in local areas. The Expressive Arts (EA) model used in the program at *Western Illinois University, Macomb, IL* replicates a successful demonstration project of naturalistic intervention methods in a developmentally appropriate, activity-based expressive arts curriculum for children aged three to eight years old who have mild to severe disabilities. The purpose of the project at the *University of South Florida, Tampa, FL* is to assist educational and other agencies to implement components of the Individualized Support Project, which was a model demonstration program developed to provide comprehensive and effective support for young children with autism and their families. The model provides for the development of communication, social

inclusion, and family support needs within natural contexts and has been in operation for more than five years as an evaluated demonstration project.

**EARLY CHILDHOOD RESEARCH INSTITUTES (84.024S)
(\$2,596,310; 3 continuing cooperative agreements).**

The Institute on Culturally and Linguistically Appropriate Services at the *University of Illinois, Champaign, IL* is creating a resource bank of validated, culturally and linguistically appropriate materials and documented strategies (including child find and child instructional materials, personnel training manuals, family services materials) that can be used by service providers to work effectively with infants, toddlers, and preschool age children with disabilities and their families who have diverse needs because of their cultural or linguistic backgrounds. **The Institute on Increasing Learning Opportunities for Children through Families** at the *Orlena Hawks Puckett Institute, Morganton, NC*, will identify, develop and evaluate culturally and linguistically sensitive strategies that enhance planned learning activities implemented by parents and other care-givers in structured and unstructured settings for infants, toddlers, and preschool age children with disabilities. The goal of these strategies is to prepare these children to enter school ready to learn. The institute will conduct a series of investigations to determine the effects and costs of various strategies that are developed in each of the following areas of child development: cognitive development, communication development, physical development, and social and emotional development. The purpose of the **Institute on Program Performance Measures** at the *University of Minnesota, Minneapolis, MN* is to develop, evaluate, and disseminate a program performance measurement system for early intervention, preschool, and primary-grade programs serving children with disabilities (birth through eight years) and their families. The performance measurement system consists of child outcomes for different ages within the early childhood age range, as well as indicators and sources of data corresponding to each outcome. These child outcomes, indicators, and sources of data must be useful for tracking the progress of a broad range of children and families with different disabilities and characteristics and for measuring the impact and effectiveness of early childhood programs.

**EARLY CHILDHOOD FOLLOW-THROUGH RESEARCH INSTITUTE (84.024Q)
(1 continuation grant \$907,421).**

The purpose of **The Early Childhood Research Institute: Follow-Through**, at the *University of North Carolina, Chapel Hill, NC* is to develop, evaluate and disseminate information and strategies for promoting the adoption of effective practices in early elementary education. Studies in this last project year will evaluate mechanics for disseminating the information gleaned in previous studies to families, educators, researchers, and other potential agents of change.

**RESEARCH AND TRAINING CENTER IN SERVICE COORDINATION FOR PART C OF IDEA
(84.324L)
(\$250,000; 1 cooperative agreement).**

The **Research and Training Center in Service Coordination** at the *University of Connecticut Health Center, Farmington, CT* will use both quantitative and qualitative methods to conduct a series of descriptive and intervention (experimental) studies that lead to the development of promising practices in the provision of effective service coordination to enhance the implementation of Part C of the Individuals with Disabilities Education Act (IDEA). The Center is a partnership of the University of Connecticut Health Center, the University of North Carolina, Chapel Hill and the Federation of Children with Special Needs. There will be three strands of activities for the center: families, service providers, and system administration.

EARLY CHILDHOOD DEVELOPMENT PROJECT FOR THE MISSISSIPPI DELTA REGION (84.324E) (\$600,000; 1 continuation grant).

The Early Childhood Development Project for the Mississippi Delta Region is being conducted by the *National Easter Seal Society, Washington, D.C.* in order to strengthen linkages among rural systems of child care, health care, and social service, and enhance the skills of educational professionals serving children with disabilities. To better assist infants and children with disabilities with unmet needs, the project will develop, implement, evaluate, and refine outcome-oriented strategies that effectively use a mobile, multi-disciplinary team approach to build service capacity in rural communities. Children with disabilities from minority backgrounds represent the majority of children expected to benefit under this project.

COLLABORATIVE STUDY WORKSHOPS (84.324G) (\$50,000; 1 new grant).

The **National Academy of Sciences** will conduct a series of collaborative study workshops over a period of two years. Among the co-collaborators of the National Academy of Sciences study and workshops are the National Institute of Child Health and Development, National Institute of Mental Health, Assistant Secretary for Policy and Evaluation, Substance Abuse and Mental Health Services Administration, Health Resources and Services Administration, and the Center for Disease Control. The grant will support OSEP's participation in a series of interagency study workshops. The resulting scientific reports will be of interest to a wide range of audiences and will: (1) define the scientific knowledge base for child development in the infant, toddler, and preschool years; (2) delineate the implications for public education focused on parenting and family support; and (3) develop an integrated research agenda to advance the science of early intervention and the applied science of healthy development for all young children including children with disabilities.

SECONDARY/TRANSITION/POSTSECONDARY EDUCATION

MODEL DEMONSTRATION PROJECTS TO IMPROVE THE DELIVERY AND OUTCOMES OF POSTSECONDARY EDUCATION FOR INDIVIDUALS WITH DISABILITIES (84.078C) (\$1,725,451; 13 continuation grants).

This priority supports model demonstration projects that develop, implement, and disseminate new or improved approaches for serving the needs of students with disabilities in postsecondary settings. Projects supported under this priority are expected to be major contributors of models or components of models for service providers in the field and for outreach projects funded under the Individuals with Disabilities Education Act. Some examples of the work being done in these projects follows. The purpose of the project at *James Madison University, Harrisonburg, VA* is to develop, implement, evaluate and disseminate a systematic model for curriculum-based assessment and intervention for post secondary students with learning disabilities and ADHD. The project at the *Washington Research Institute, Seattle, WA* provides direct technology enhanced collaborative linkages among 18 postsecondary disability coordinators, high school students with disabilities, and their transition planning teams. This collaboration combines the resources and expertise of postsecondary disability service offices, secondary transition teams, and the Division of Vocational Rehabilitation. At the *University of Minnesota*, students with disabilities will be recruited to enroll in service-learning courses and will be offered advice on workplace accommodations, the Americans with Disabilities Act, and disclosure options. They may choose to become a trainer as their in-service option. Student trainers will assist project staff in providing training and technical assistance for faculty who have service-learning components in their classes and for public and nonprofit employers that serve as service-learning sites.

RESEARCH INSTITUTE ON SECONDARY EDUCATION SERVICES FOR CHILDREN AND YOUTH WITH DISABILITIES (84.158J)

(\$700,000; 1 continuation cooperative agreement).

The purpose of this research institute, located at the *University of Wisconsin in Madison*, is to conduct a program of research to study a variety of strategies that improve educational results for students with disabilities in secondary education settings (including urban, rural, and suburban community settings), and that promote the successful transition of these students to postsecondary settings. The Institute conducts five programs of research: (1) student access and learning support strategies; (2) integrated and contextualized learning and assessment; (3) transition services; (4) employment and postsecondary outcomes; and (5) standards for instructional and transition plans.

RESEARCH INSTITUTE TO IMPROVE RESULTS FOR ADOLESCENTS WITH DISABILITIES IN GENERAL EDUCATION ACADEMIC CURRICULA (84.324S)

(\$700,000; 1 new cooperative agreement).

The purpose of this institute is to conduct research and dissemination aimed at improving results for secondary school-aged students with disabilities (grades 9 through 12) participating in the general education academic curricula. The *University of Kansas* will conduct research to create instructional methods and materials that will provide students with disabilities authentic access to the high school general education curriculum. Additionally, the project will work with the staff of other research institutes and a variety of other professional and advocacy organizations to ensure dissemination to a wide audience.

SERVICES FOR YOUTH WITH DISABILITIES (84.158Q)

(\$1,394,727; 10 continuation grants).

These projects assist education and other agencies in implementing proven models, components of models, or other exemplary practices to improve secondary education and transition services for youth with disabilities in areas such as continuing education, self-determination, vocational education and training, supported competitive employment, leisure and recreation, and independent living. Model implementation is accomplished through training of staff, technical assistance, information sharing and on-site observation of model programs. As an example of the projects funded, the Leadership and Peer Educator Training Project for high school and undergraduate students with disabilities at *Fitchburg State college, Fitchburg, MA* is designed to assist these students to discover and enhance their leadership ability and to promote outreach to high school students and their families regarding strategies for effective transition. The project trains students to serve as peer mentors for students with disabilities, promoting self-advocacy, alerting them to disability rights and awareness, and enhancing effective transition from school to adult life.

Another example is the *Bureau of Indian Affairs, Fort Defiance, AZ* which intends to provide more efficient mental health support for Navajo children on the reservation, and is expected to reduce the high rate of inappropriate special education placements. Successful implementation of this project is expected to assist the people of the Navajo reservation community by assuring that their children can receive mental health services at community schools rather than off-reservation. Still another project at the *Grant Wood Area Education Agency, Cedar Rapids, IA* is a partnership between educational entities and students with disabilities and their families to implement a high school high-tech (HSHT) program that has been demonstrated to be effective in expanding employment and postsecondary education opportunities for students with disabilities. The project will form a steering committee of key stakeholders for project oversight and assistance in institutionalizing HSHT beyond the federal funding period and it will obtain commitments from three to six high-tech businesses in the local area for this purpose.

MODEL DEMONSTRATION PROJECTS TO IMPROVE THE DELIVERY AND OUTCOMES OF SECONDARY EDUCATION SERVICES FOR STUDENTS WITH DISABILITIES (84.158V) (\$1,880,054; 13 continuation grants).

The purpose of this priority is to support projects that develop, implement, evaluate, and disseminate new or improved approaches for serving the needs of students with disabilities in secondary school settings. Projects must coordinate their activities with State and local partnerships developed under the School-To-Work Opportunity Act to prepare all students for high-skill, high-wage jobs in further education and training. Projects supported under this priority are expected to be major contributors of models or components of models for secondary school services providers. Some of the areas addressed by these projects include student retention; career education; vocational assessment; assistive technology, student-directed transition planning, worksite accommodations, and community-based mentorships. Some examples of programs in progress are as follows. The PASSAGE project at *Educational Service District 112, Vancouver, WA* will address the need for secondary schools to restructure or modify academic and vocational course content offerings, instructional strategies, sequencing and work-based learning, and connecting activities to promote improved participation and performance for students with disabilities. The model is designed to shift the emphasis and responsibility for transition program development to the students and their parents. *TRANSCEN, INC., Rockville, MD* in its Baltimore Work-Based Learning 2000 project plans to ensure that students with disabilities, through participation in generic vocational, career education, and school-to-work activities, successfully transition from secondary education into meaningful employment or further education and training. The project will be implemented in two Baltimore City public schools and disseminated to other school districts in Maryland. The purpose of the program at *Utah State University, Logan, UT* is to produce a consumer-driven job choice and career education program. The project will develop, evaluate, and disseminate a program that provides a realistic representation of various jobs using CD-ROM to a target population of youth with severe disabilities.

COMBINED RESEARCH PROGRAM AND RESEARCH ON OTHER ISSUES

STUDENT-INITIATED RESEARCH PROJECTS (84.324B) (\$235,080; 12 new grants).

This competition provides support to student researchers in special education for studies that can be completed within a 12-month period. The students initiate and manage the research under the supervision of a principal investigator who serves as a mentor. The Student-Initiated Research (SIR) competition began in 1974 and has supported approximately 475 projects through fiscal year 1998. The aim of this priority is to provide an environment for graduate students in which research skills can develop and support the doctoral dissertation. Topics appropriate for application are limited only by the broad mission of the research program—support of applied research relating to the education of infants, toddlers, children, and youth who are disabled. Examples of the research to be conducted in 1999 include a project at *Pennsylvania State University, University Park, PA* that will investigate the long-term outcomes of augmentative and alternative communication interventions for a group of students 19 – 21 years of age who have used augmentative and alternative communication (ACC) systems since preschool. A project at *North Carolina State University, Raleigh NC* will examine instructional processes and student outcomes in special education/general education co-teaching for students with learning disabilities.

FIELD-INITIATED RESEARCH PROJECTS (84.324C AND 84.023C) (\$11,376,000; 14 new and 36 continuation grants).

This priority is the oldest continuing research program in the U.S. Department of Education. It provides support for a wide range of field-initiated research (FIR) projects that support innovation, development, exchange, and use of advancements in knowledge and practice described in Section 672 of the Act including the improvement of early intervention, instruction, and learning of infants, toddlers, children and

youth with disabilities. Examples of new projects are as follows: The *Early Identification of children with Fragile X Syndrome, University of North Carolina at Chapel Hill* project will engage in a variety of activities designed to improve knowledge about early development in fragile X syndrome and improve early identification practices. Fragile X syndrome is the leading known inherited cause of mental retardation. Most children with Fragile X are not identified as have a genetic disorder until age three or older. Early identification would facilitate earlier entry into early intervention programs, could reduce or eliminate frustrating interactions between families and professionals over the diagnosis, and would provide families important information about genetic risks. *Conceptual Approaches to Teaching History to Students with Learning Disabilities in Integrated Settings, Eugene Research Institute, University of Oregon* will develop, field-test, and rigorously evaluate two contrasting approaches to history instruction with students with and without learning disabilities in inclusive middle school settings. The first approach to history instruction is a structured approach in which “Concept Maps” are used to provide students with a visual depiction of text structures. In the second approach, “Questioning the Author,” teachers model an array of text structures in highly interactive learning environments. *Bilingual Exceptional Students; Effective Practices for Oral Language and Reading Instruction, University of Texas at Austin* involves a study to develop profiles of limited English proficient Hispanic students with reading-related learning disabilities and to identify instructional strategies which are effective in developing oral language and reading skills in Spanish and English.

**DIRECTED RESEARCH TOPICS (84.324D AND 84.023D)
(\$11,376,000; 22 new and 32 continuation grants).**

In general, this priority supports projects that advance and improve the knowledge base and practice of professionals, parents, and others who provide early intervention, special and general education and related services to infants, toddlers, children and youth with disabilities. Projects must support innovation, development, exchange of information, and result in advancements in knowledge and practice. For FY 1999 this priority has four distinctly different foci under which awards were granted: Large-scale Assessment, Instructional Approaches, Early Assessment, and High Poverty Backgrounds. The *University of Minnesota, Minneapolis*, will establish recommended policies and practices for using out-of-level testing for students with disabilities in large-scale assessment. The purpose of the project at the *University of Washington, Seattle, WA* is to examine different instructional contexts and their effects on outcomes for young children with autism, while the *University of South Florida, Tampa, FL* will assess the integrity of the local school district’s system-wide co-teaching paradigm. *Arizona State University, Tempe, AZ* will study a family-centered approach to early and prescriptive assessment of children at risk for learning disabilities and behavioral disorders. The *University of Kansas, Lawrence, KS* will address the literacy and advanced subject matter of middle school students with and without disabilities, including culturally and linguistically diverse groups in urban poverty and suburban schools by utilizing and modifying the ClassWide Peer Tutoring (CWPT) program to meet their needs.

**INITIAL CAREER AWARDS (84.324N; 84.023N)
(84.324N; \$289,470; 4 new grants and \$292,892; 4 continuation grants and 84.023N;
\$299,423; 4 continuation grants).**

This priority provides support for individuals in the initial phases of their career to initiate and develop promising lines of research. The initial phase of an individual’s career is considered to be the first three years after completing a doctoral program and graduating. Projects under this competition develop promising lines of research that would improve early intervention services for infants and toddlers, and special education and related services for children with disabilities. The *University of Maryland* will investigate special and general education teachers’ perceptions, application and adaptation of the NCTM standards for teaching mathematics that are designed to improve mathematics performance for secondary students with learning disabilities. The project at the *University of Nevada, Las Vegas* is a three-year effort that will investigate the optimal way to prepare high school special educators and transition

specialists so that they will be able to facilitate student self-determination in the transition planning process.

EXAMINING ALTERNATIVES FOR RESULTS ASSESSMENT FOR CHILDREN WITH DISABILITIES (84.023F)

(\$1,047,234; 5 continuation grants).

Many students with disabilities are currently excluded from national, State, and local outcome assessments and outcomes-based accountability systems. This exclusion has the effect of diminishing educational accountability and limiting educational opportunities for these students, and denying them some of the benefits of educational reforms. The projects which continue under this priority pursue systematic programs of applied research focusing on one or more issues related to outcome assessment and/or outcomes-based accountability for students with disabilities. The purpose of the three year, longitudinal project at the *University of Maryland, College Park, MD* is to validate a model of assessment and instruction with respect to representation of minority children in special education, the IQ-achievement discrepancy method of learning disability identification, the achievement and classroom behavior of children at risk for reading failure, and developmental case studies of at-risk children. At *Vanderbilt University, Nashville, TN* the purpose of the project Gauging Outcomes to Accelerate Learning and Success (GOALS) is to remove the two major obstacles to identifying the success of students with disabilities: (1) in many accountability systems, the performance of the students does not count, and (2) there are no guidelines for how teachers can use accountability frameworks to increase expectations and outcomes for students with disabilities.

NATIONAL CENTER ON ACCESSING THE GENERAL CURRICULUM (84.324H)

(\$499,567; 1 new cooperative agreement).

The purpose of this center to provide national leadership in improving results for students with disabilities through access to the general curriculum. The center will address efforts for increasing access to the general curriculum through three broad areas—research, dissemination, and national leadership. The *National Center on Assessing the General Curriculum, CAST, Inc. Peabody, MA* will create an organization of strong partners who will all contribute to and benefit from, a continuously growing, universally designed database of ideas, information, models and strategies for optimizing access to the general curriculum. This inclusive community of educators will confront significant challenges that children with disabilities face daily such as: curricula with inherent barriers to their learning; teachers who lack strategies for helping them overcome the barriers; policies that inadvertently provide disincentives for finding truly viable solutions; and a general population which sees their interests as in conflict with those of regular education students.

RESEARCH INSTITUTE TO ACCELERATE CONTENT LEARNING THROUGH HIGH SUPPORT FOR STUDENTS WITH DISABILITIES IN GRADES 4-8 (84.023V)

(\$699,995; 1 continuation grant).

The Research Institute to Accelerate Content Learning through High Support for Students with Disabilities in Grades 4-8 (REACH), located in *Newton, MA* is a collaborative project researching interventions that reflect high expectations, high content, and high support for students with disabilities. REACH will study complex interventions in standards-based curricula in mathematics, science, social studies, and language arts.

REGIONAL PROGRAMS FOR CHILDREN AND YOUTH WITH DEAFNESS (84.078A)

(\$4,000,000; 4 continuation grants).

These Centers provide specially designed or modified programs of support services which enable students who are deaf from a multi-State region to participate in regular postsecondary offerings alongside their

non-disabled peers. Examples of support services include: summer orientation programs; interpreting services; career development and job-placement services; developmental classes; counseling; communication support; inservice training; and media adaptation. Four regional programs are being funded at approximately \$1,000,000 each. They are: University of Tennessee, Knoxville, TN; California State University, Northridge, CA; St. Paul Technical College, St. Paul, MN; and Rochester Institute of Technology, Rochester, NY.

OUTREACH PROJECTS FOR CHILDREN WITH DISABILITIES (84.324R) (\$5,213,269; 19 new grants and 16 continuation grants).

The outreach priority supports projects that assist educational and other agencies in implementing proven models, components of models, and other exemplary practices to improve services for infants, toddlers, children with disabilities, and students with disabilities who are pursuing post-school employment, postsecondary education, and independent living goals. The models, components of models, or exemplary practices selected for outreach may include models developed for pre-service and in-service personnel preparation. Through *Shared Windows: A New Model of Assessment*, **University of New Mexico, Albuquerque, NM** will address the need to provide available, innovative early assessment processes and intervention strategies for children who need critical support for early learning that reflects current knowledge. The project is based on an observational assessment process that uses shared frames of reference from multiple fields to address the supports for and interferences with a child's performance. The purpose of *Strategies Online: An Outreach Model for Linking Teachers to Research-Based Instructional Practices*, **University of Kansas, Lawrence, KS** is to translate instruction for teachers on three reading comprehension strategies that have been validated by the University of Kansas Center for Research on Learning (UK-CRL) into a computerized format. The only current method for teaching these strategies is a series of workshops, which reaches only a fraction of those teachers who work with adolescents with reading disabilities. This project will convert the training sequence and related learning activities into modules that can be accessed through an online or a CD-ROM format. The **National Interagency Coordinating Council Parent Leadership Support Project, Federation for Children with Special Needs** is designed to meet the leadership support needs of parents serving on the Interagency Coordinating Councils (ICCs) within their states. As state councils become more successful in recruiting more parents of young children and as the issues with which they wrestle become increasingly complex, the need for a well-defined leadership support program for parents becomes vital. The Federation for Children with Special Needs has developed a leadership support model with input from parent leaders in 25 states across the country. Based on a series of national training institutes and participatory inventories of needs and issues for parent leaders, the model focuses on key areas of concern. *Expanding the Circle: Improving Outreach Services to American Indians with Disabilities in Rural Minnesota in Preparation for Postsecondary Education*, **University of Minnesota, Minneapolis, MN** represents a collaborative effort to promote the successful transition of American Indian students with disabilities to postsecondary education settings. Using effective practices and strategies developed as a result of the Circle of Learning project, this outreach project will expand the application of practices to five American Indian reservations in Minnesota. This project represents one of the first efforts to merge the concept of transition services with that of cultural traditions of American Indian students.

NON-DIRECTED MODEL DEMONSTRATION PROJECTS (84.324M) (\$7,584,336; 18 new and 33 continuation grants).

This priority supports model demonstration projects that develop, implement, evaluate, and disseminate new or improved approaches for providing early intervention, special education and related services to infants, toddlers, and children with disabilities, and students with disabilities who are pursuing post-school employment, postsecondary education or independent living goals. Projects supported under this priority are expected to be major contributors of models or components of models for service providers and for outreach projects funded under the Individuals with Disabilities Education Act. The following project

descriptions are provided as examples. The project at *Minot University, Minot, ND* will address the need for a validated model for teaching students with disabilities about cultural diversity by supporting the refinement and replication of the CC EPIC (Cross Cultural Education Program in Indian/Deaf Culture) model developed by the North Dakota Center for Persons with Disabilities. The purpose of the ChoiceMaking for Elementary Students project at the *University of Colorado, Colorado Springs, CO* is to develop an effective elementary-age version of the ChoiceMaker curriculum and lesson packages which help students learn to choose and express goals and to take appropriate action. Educators, parents, and students with disabilities will be involved in the development process.

**DIRECTED MODEL DEMONSTRATION PROJECTS (84.324T)
(\$2,291,960; 13 new grants).**

This priority supports model demonstration projects that develop, implement, evaluate and disseminate new or improved approaches for providing early intervention, special education and related services. The priority supports three awards in each of four focus groups: Instructional Models to Improve Early Reading Results for Children with Learning Disabilities, Appropriate Services for Children with Deaf-Blindness, Local or State Child Find and Services through age 21. The following are examples of projects funded: *Pennsylvania State University, University Park, PA* will use a model early reading instruction program for special education and inclusive classrooms that is comprised of structural, assessment and curricular components. A wide audience for dissemination will be reached through conferences for researchers and practitioners, and through publication in journals. A Website will describe the project and results of the applied research. *California State University, Northridge, CA* will address the unique learning needs of children who are deaf-blind, who have severe visual impairments and require a primarily tactile mode of learning. The project will identify, develop, document, and validate tactile learning strategies, and produce materials to assist service providers and family members to interact more effectively through touch with these children. The *University of Connecticut, Farmington, CT* will develop, implement, evaluate and disseminate a model that promotes early identification for all eligible children through mandatory hearing screening. The goal of the project is to provide information, education, and support for families whose infants fail the initial hearing screening and are referred for further evaluation and early intervention. The *Baltimore City Public School System, Baltimore, MD* will implement a age-appropriate, community-based transition program designed to improve the employment prospects of youth with significant disabilities and to decrease the circumstances that produce educational segregation for them.

**DEVELOPING EFFECTIVE SECONDARY SCHOOL-BASED PRACTICES FOR YOUTH WITH
SIGNIFICANT EMOTIONAL DISTURBANCE (84.237H)
(\$844,888; 5 continuation grants).**

The purpose of this priority is to support research projects to develop, implement, test the efficacy of, and disseminate practices for improving academic, vocational, personal, social and behavioral results for students with significant emotional disturbance (SED) in regular high schools, including consideration of the most appropriate and least restrictive placements. At the *University of Minnesota, Minneapolis, MN*, the purpose of the project is to field test the Check and Connect procedure, an empirically validated dropout prevention and intervention strategy for urban middle school youth with learning and emotional/behavioral disabilities in order to improve service delivery and post-school outcomes. The central thesis of the project at the *University of Oregon, Eugene, OR* is that by providing adolescents who have SED with focused, adapted professional technical education (PTE) in high skill level occupations, staff can help them achieve at higher levels than peers not receiving such services.

COLLABORATIVE EFFORTS BETWEEN THE OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP) AND OTHER AGENCIES

Examples of OSEP collaborative support includes \$300,000 to the *Center for Disease Control and Prevention* to collaborate on research involving State and national activities in the area of developmental delay and to integrate such finding into their programs where feasible; 125,000 to *Center for Disease Control and Prevention* to make it possible for OSEP to maintain an important presence in the field of early hearing detection and intervention; \$12,500 to *National Institute for Mental Health* for collaborative effort to plan and conduct an autism treatment workshop; \$500,000 from the *Center for Mental Health Services* to OSEP to support activities of its grant for the Center for Effective Collaboration and Practice at the Chesapeake Institute of American Institutes for Research to facilitate the production, exchange, and use of knowledge about effective mental health practices, especially as they relate to the education system; \$200,000 to *Center for Mental Health Services* to foster collaboration between mental health and education agencies to improve comprehensive mental health service delivery systems for children and adolescents with significant emotional disturbance and their families; \$20,000 to *Health and Human Services, Maternal and Child Health Bureau* to provide support for activities designed to prevent youth drug use and violent behavior and improve the school environment by convening the National Coordinating Committee on School Health; \$162,000 to the *Organization for Economic Cooperation and Development* to partially support the international examination of policies and practices of special education in member countries and determine methods of dissemination of such information to developing nations; \$100,000 to support activities of the *National Council on Disability* whose overall purpose is to promote policies, programs, practices and procedures that guarantee equal opportunity for all individuals with disabilities, regardless of the nature or severity of the disability; and to empower individuals with disabilities to achieve economic self-sufficiency, independent living, and inclusion and integration into all aspects of society.

CENTER FOR STUDENTS WITH DISABILITIES INVOLVED WITH AND AT RISK OF INVOLVEMENT WITH THE JUVENILE JUSTICE SYSTEM (84.324J)

(\$250,000 and joint funding from the Office of Vocational and Adult Education (OVAE) of \$50,000 and the Office of Juvenile Justice and Delinquency Prevention (OJJDP) of \$250,000 for 1 new grant).

The National Center on Education, Disability, and Juvenile Justice (NCEDJJ) of the *University of Maryland, College Park, MD* is a collaborative research, training, technical assistance, and dissemination program designed to understand and develop more effective responses to the needs of youth with disabilities in the juvenile justice system or those who are at-risk for involvement with the system. A collaborative effort involving faculty and staff from various educational institutions and agencies, the NCEDJJ has a team of advocates, practitioners and scholars who will work as resource fellows and consultants.

STATE PROGRAM IMPROVEMENT

FY 1999 Appropriation \$35,203,000

PURPOSE:

This priority supports projects designed to help address state-identified needs for qualified personnel in special education, related services, early intervention, and regular education to work with children with disabilities; and to ensure that those personnel have the skills and knowledge, derived from practices that have been determined through research and experience to be successful, that are needed to serve those children.

PROGRAM ACTIVITIES:

STATE PROGRAM IMPROVEMENT GRANTS PROGRAM (84.323A)

(\$25,818,000; 7 new (expected) and 18 continuing grants. Funds for this appropriation are made available for award later in the fiscal year and awards for FY 1999 were not made in 1999. FY 1998 funds were included in the awards for this year).

The following project descriptions are provided as examples. *Partnerships for Achieving Student Success (PASS) of Virginia* is a statewide improvement project that will work to facilitate, in cooperation with school divisions, the increase of the school completion rate of students with disabilities in the context of higher academic expectations, an improvement in the performance of children and youth with disabilities by enhancing the knowledge, skills, abilities, and performance of all personnel who work with children and youth with disabilities, and an improvement in meaningful parent/student involvement with special services personnel. *Investing in Our Students: Michigan's Model to Improve the Performance of Students with Disabilities* is an integrated design to bring both high quality and efficiency to comprehensive personnel development for improving the performance of children and youth with disabilities and an understanding of their disability. This State Improvement Grant (SIG) will provide the resources necessary to implement the model and assure improved skills and competencies for practitioners and parents, and ultimately improved performance for children and youth. The *Utah State Improvement Grant* will address the need for inservice and preservice preparation to ensure that all personnel who work with children with disabilities have the skills and knowledge necessary to meet their needs. The state education agency will develop cooperative agreements with other states for joint support and development of programs to prepare personnel and to address the lack of uniformity and reciprocity in the credentialing of teachers and other personnel. This project represents the cumulative planning of Utah consumers, state and local authorities, and institutions of higher education.

STATE SYSTEMS FOR TRANSITION SERVICES FOR YOUTH WITH DISABILITIES (84.158A)

(\$7,890,925; 16 continuation cooperative agreements).

This program supports one-time, 5-year cooperative agreements for joint applications from the State educational agency and the vocational rehabilitation agency, or with one other State agency that provides transition services, if the vocational rehabilitation agency does not participate. These projects are designed to develop, implement, and improve transition services for youth with disabilities from ages 14 through the age they exit school. The purpose of these projects is to: (1) increase the availability, access, and quality of transition services; (2) improve the ability of professionals, parents, and advocates to assist youth in transition; (3) improve coordination and collaboration among service providers; and (4) create an incentive for accessing and using the expertise and resources of programs and projects which have developed successful transition services for youth with disabilities.

STATE-WIDE SYSTEMS CHANGE: CHILDREN WITH SEVERE DISABILITIES (84.086J) (\$1,422,411; 5 continuation grants).

This priority supports projects that enhance the capacity of States to serve students with severe disabilities, including students with deaf-blindness, by: (1) developing, in conjunction with IDEA Part B and Part C State plans, activities to improve the quality of special education and related services in the State for children with severe disabilities, birth through 21 years of age; and (2) changing the delivery of these services from segregated to general education settings and natural environments in the child's neighborhood. It is expected that the projects will significantly increase the number of children with severe disabilities the State serves in general education settings, alongside children of the same age without disabilities. To achieve these objectives, all funded projects are implementing activities aimed at resulting in systematic and systemic change. These activities include (a) policy analysis, and if necessary, policy revision or development; (b) public awareness; product development and dissemination; (d) site development; (e) staff and parent training; (f) technical assistance; and (g) analysis, and if necessary, revision of existing teacher training programs. At the *San Diego State University Foundation, San Diego, CA* a shared data base will be established to be used commonly across all current state level educational reform programs to use as the basis for increased general and special education communication and collaborative planning. A statewide policy audit will also be conducted with the input and guidance of stakeholder groups representing parents, advocacy groups, and administrators. This audit will develop a California Department of Education policy on inclusive education, state guidelines for inclusive education which are supportive of a well-defined, individualized process, changes to the California Education code to better support innovative inclusive models with retraining individualized protections, and a fiscal model based on student needs rather than locations. Project staff at *Georgia State University, Atlanta, GA* will first identify, develop, revise, and adopt policies and procedures which support effective inclusive educational strategies for students with severe disabilities and, after documenting and disseminating policy results, will facilitate a collaborative approach among various resources on state, system and campus levels to meet the educational needs of children and youth with severe disabilities.

PERSONNEL PREPARATION FOR THE EDUCATION OF INDIVIDUALS WITH DISABILITIES

FY 1999 Appropriation: \$82,139,000

PURPOSE:

The purpose of this program is to help address State-identified needs for qualified personnel in special education, related services, early intervention, and regular education to work with children with disabilities; and to ensure that those personnel have the skills and knowledge, derived from practices that have been determined through research and experience to be successful, that are needed to serve those children.

PROGRAM ACTIVITIES:

PERSONNEL TO SERVE CHILDREN WITH LOW-INCIDENCE DISABILITIES (84.325A AND 84.029A)

(\$23,649,262; 30 new and 69 continuation grants).

This priority supports projects that provide preservice preparation of special educators, early intervention personnel, and related services personnel at the associate, baccalaureate, master's or specialist level to serve children with low-incidence disabilities. Projects are encouraged to meet the needs of more than one State, provide multi-disciplinary training and work collaboratively. The project at the *University of Pittsburgh* will train 31 early interventionists at the preservice stage to provide services for infants and toddlers with multiple disabilities and will collaborate with the State's Early Intervention Technical Assistance Initiative. The project at *California State University, Hayward*, is a joint effort with California State, San Francisco, to develop regional recruiting, mentoring, field development and training strategies to increase the number and diversity of teachers qualified to teach students with low-incidence disabilities. Candidates will be recruited from traditionally underrepresented groups and will be trained to work in inclusive settings with culturally and linguistically diverse groups of students with low incidence disabilities. The goal of the project at the *Rochester Institute of Technology*, is to attract high quality students to the National Technical Institute for the Deaf, Master of Science in Secondary Education of Students who are Deaf or Hard of Hearing program to prepare as dually-certified teachers of secondary-level academic subjects and of students who are deaf and hard of hearing.

LEADERSHIP PERSONNEL (84.325D; 84.029D)

(84.325D; \$3,759,432; 21 new grants and \$2,131,443; 11 continuation grants; 84.029D; \$4,957,286; 29 continuation grants).

These projects support the preparation of personnel at the advanced graduate, doctoral and post-doctoral level to serve as personnel trainers, researchers, administrators, supervisors, and other specialists. With the 1999 funds awarded, the project at *Vanderbilt University* intends to train doctoral students in early childhood special education to assume leadership positions as university instructors, researchers, and program directors. Ten trainees will be supported during their first two years in the doctoral program. They will then be funded as research assistants on ongoing projects while they complete their training and course work during the third and fourth years and for two months during the summer. *New Mexico State University* will prepare ten doctoral level personnel to administer, enhance, or provide services to children with disabilities by providing interdisciplinary training in multicultural special education and a cognate field. Cognate areas include bilingual school psychology, bilingual communication disorders, counseling and educational administration. The project will recruit primarily Hispanic and Native American trainees who will be prepared to meet the needs of culturally and linguistically diverse children and youth with disabilities. The project at *Arizona State University* will provide an interdisciplinary leadership program for preparing administrators of special education services with specific expertise in special and general education administration and cultural and linguistic differences. Leadership will be recruited from

underrepresented groups and will coordinate the university professional development programs for general and special education administration.

**MINORITY INSTITUTIONS (84.325E AND 84.029E)
(\$11,901,598; 16 new and 54 continuation grants).**

The purpose of these projects is to increase the quantity and improve the quality of personnel available to serve infants, toddlers, children and youth with disabilities from racially, ethnically and linguistically diverse backgrounds, through the provision of awards to support the preservice training of personnel for careers in special education, related services, early intervention, and leadership. This priority supports grants to Historically Black Colleges and Universities (HBCUs) and other institutions of higher education whose minority student enrollment is at least 25 percent. Projects funded must prepare personnel to work with work with culturally and linguistically diverse populations. *Bank Street College, New York, NY* will prepare 20 minority graduate students to become highly qualified, credentialed teachers of children and youth with disabilities in the New York City Public Schools. The project will provide funding for scholarships covering 70% of tuition for 20 minority graduate students who would otherwise be unable to attend, and for special supports to retain and support those students. It will increase the number of African Americans and Hispanics prepared to teach culturally and linguistically diverse children and youth with disabilities. The *Howard University, Washington, D.C.* Department of Communication Sciences and Disorders will conduct a project to train bilingual specialists in speech-language pathology to serve the growing number of children with disabilities from less populous linguistic groups. The project will train both bilingual and monolingual professionals who will be qualified to serve one or more bilingual populations. The purpose of the project at *Florida Agricultural & Mechanical University, Tallahassee, FL* is to recruit, retain, and graduate 30 African American and Hispanic preservice teachers in order to improve the outcomes of all children with disabilities, especially those who are culturally and linguistically diverse. They will be working in partnership with the Bethune-Cookman College and the University of South Florida, St. Petersburg.

**PRESERVICE PERSONNEL TRAINING (84.325G AND 029G)
(\$7,461,239; 49 continuation grants).**

This priority has supported the preservice preparation of personnel in three areas: special education teachers, related services personnel, and early intervention and preschool personnel. The development of new programs or the improvement of existing programs that will increase the capacity and quality of preservice in one, two or all three of these areas is supported. Preservice is defined as preparation that leads to a degree, certification, endorsements, or licensing.

**PERSONNEL TO SERVE HIGH INCIDENCE DISABILITIES (84.325H)
(\$12,636,856; 33 new and 34 continuation grants).**

The purpose of this competition is to develop or improve, and implement, programs that provide preservice preparation for special and regular education teachers and related services personnel in order to meet the diverse needs of children with high incidence disabilities and to enhance the supply of well-trained personnel to serve these children in areas of chronic shortage. The *Stephen F. Austin State University, Nacogdoches, TX* will implement a special education training project targeting trainees from 82 rural and high poverty school districts in the Deep East Texas area that will address the chronic shortage of fully qualified special education teachers. The project will incorporate distance learning into its curriculum to deliver quality instruction to rural school personnel who are unable to travel to on-campus training areas. The *University of Cincinnati, Cincinnati, OH* will prepare nine speech-language pathology students, nine regular education, and nine special education students across a three-year period to work as collaborative literacy teams in planning and implementing assessment and intervention for children in kindergarten through third grade with language and related literacy disabilities. The *University of South Florida, Tampa, FL* in collaboration with a school district will address the disproportionate representation of

African American boys in special education classes. In reducing the shortage of special education teachers, it will specifically target African American men. Graduates will be guaranteed a teaching position in an urban school.

PROJECTS OF NATIONAL SIGNIFICANCE (84.325N)

(\$2,503,752; 14 new grants; \$1,576,046: 6 continuation grants).

Projects supported under this priority must develop, implement, and evaluate innovative models that will serve as blueprints for improving the preparation and ongoing development of early intervention personnel, general and special education teachers, administrators, related services personnel, and paraprofessionals who have responsibility for ensuring that children with disabilities achieve to high standards and become independent, productive citizens. The Paraeducator Development Project at *Montana State University, Billings, MT* is a collaborative effort among state offices and universities in Montana that will focus on issues related to training paraeducators in remote school districts found in Montana and on Indian reservations across the United States. This project will develop a comprehensive inservice training delivery model for paraeducators. It will establish a paraeducator advisory board consisting of representatives from the National Indian School Board Association and other programs and set up eight regional training councils where local mentors will be able to assist with further trainer development. A technical assistance center will support the regional councils. The Mentoring Induction Project at *East Carolina University, Greenville, NC* is a collaborative program to establish and pilot national mentoring induction guidelines for first year special education teachers. It will develop a consensus document on these principles and guidelines and pilot the project in five school districts across the nation. The mentoring guide for school districts, which will also be developed, will include information on budgeting and other administrative concerns. The Helping Schools Help Themselves: School Staff and Paraprofessionals Working Together to Solve Serious Problem Behaviors project at the *University of Oregon, Eugene, OR* has a goal of increasing schools' resources and skills in identifying and implementing effective solutions to behavior problems of children with disabilities. Training teams of school staff to conduct functional assessments of behavior and to design, implement, and monitor behavior intervention plans will accomplish this. Project RIMES: Preparation in Reading Instructional Methods of Efficacy with Students at Risk for Learning Disabilities and At-Risk English Language Learners of the *University of Arizona, Tucson, AZ* will develop, implement, evaluate, and disseminate an interactive, collaborative model of professional development designed to increase the knowledge and skills of early elementary and special education teachers and their paraeducators in teaching early reading and spelling.

PARTNERSHIP TO LINK PERSONNEL TRAINING AND SCHOOL PRACTICE (84.325P)

(\$626,582; 2 new grants; \$81,000; 2 continuation grants).

This priority supports projects to develop, implement, and evaluate innovative models for engaging general education and special education faculty in IHEs and general education and special education teachers and instructional leaders in local schools and districts in a dynamic and enduring partnership to enhance and simultaneously improve the quality of preservice preparation and ongoing professional development of teachers and instructional leaders. The *University of South Florida, Tampa, FL* in its partnerships with Pasco County Schools and Hillsborough County Schools will give specific attention to improving services to children and youth with special needs through reforming the elementary and special education preservice curricula, clarifying the current and emerging roles and responsibilities of special educators in inclusive schools, and instituting a model for professional development that actively involves general and special education teachers in researching their own teaching. A secondary purpose of this project is to study the effectiveness and sustainability of the partnerships over time. The *University of Colorado, Denver, CO* will build on existing collaborations to develop, implement and evaluate a district-university partnership model that features four integrally linked outcomes designed to meet the needs of students with disabilities in general education classrooms: 1) exemplary teacher preparation for general and special education teacher candidates; 2) continuing results-oriented, professional development for

district/university faculty; 3) the integration of research/evaluation and practice through collaborative research conducted in schools and classrooms; 4) exemplary education for all P-12 students, including students with disabilities. The project at *DePaul University, Chicago, IL* is a school partnership that creates a unit at the University to respond to three critical needs: the need for teacher training programs that link Institutes of Higher Education (IHE) and public schools; the need for a greater number of well-trained special education teachers; and the need for regular education teachers trained to respond to the needs of students with disabilities in regular education environments. In addition to meeting these needs the program will also sustain and expand inclusive school practices in the city of Chicago. Project Plus of *California State University, Los Angeles, CA* is a model of professional development, through university-school collaboration, to develop and implement early literacy intervention for English language learners from urban, high poverty backgrounds who are very likely to be identified as having learning disabilities. Four principles guide the conceptualization of this project: 1) university-school collaboration; 2) general and special education collaboration to address students needs; 3) early intensive remedial intervention in basic reading, language, and writing skills; and 4) family involvement in literacy practices.

**NON-DIRECTED SPECIAL PROJECTS (84.029K)
(\$2,819,740; 17 continuation grants).**

This priority supports projects designed to develop and demonstrate new approaches for the preservice and inservice training of personnel for careers in special education and early intervention; to develop materials and approaches to prepare personnel; and to develop other projects of national significance for the preparation of personnel needed to serve infants, toddlers, children, and youth with disabilities. The purpose of the project at *Georgetown University, Washington, DC* is the development and use of an effective inservice program designed to provide child welfare personnel with information regarding disabilities such as pervasive developmental delay and autism, neurological impairments, attention deficit disorder, physical disabilities, and emotional disorders. The program will also provide participants with the ability to take appropriate steps to assure the timely referral of children for evaluation, and when warranted, to effectively work with agencies serving young children with disabilities. It will address the impact of disabilities on families and strategies for improving the family's ability to respond to a child's special needs. The *University of Missouri, Columbia, MO* is developing personnel preparation training materials in behavioral disorders utilizing interactive multimedia and telecommunications technologies to be used in preservice and inservice education programs to enhance problem solving abilities of teachers and other service providers. The project is a collaborative effort between faculty of the University of Missouri-Columbia and Arkansas State University.

**DIRECTED SPECIAL PROJECT (84.029K3)
(\$1,675,000; 1 continuation cooperative agreement).**

The purpose of this priority is to support projects of national significance related to the preparation of personnel needed to serve infants, toddlers, children, and youth with disabilities. The project funded under this priority was awarded to the *University of Kansas, Lawrence, KS* to support an academy linking teacher education to advances in research, particularly in the areas of improving reading instruction for students with learning disabilities, the use of technology to enhance educational results for students with disabilities, and the use of positive behavioral supports to teach children with disabilities who exhibit challenging behaviors. The purpose of the project is to improve instruction by infusing research-based interventions into the teacher education curriculum and making them available to practicing teachers.

PARENT TRAINING AND INFORMATION

FY 1999 Appropriation: \$18,535,000

PURPOSE:

The purpose of the Parent Training Program is to provide training and information to parents of infants, toddlers, children, and youth with disabilities and persons who work with parents to enable such individuals to participate more effectively with professionals in meeting the educational needs of parents, parents of children with limited English proficiency) and parents of children who may be inappropriately identified.

PROGRAM ACTIVITIES:

PARENT TRAINING AND INFORMATION CENTERS (84.328M AND 84.029M) (\$15,009,860; 19 new and 56 continuation grants).

Grants support parent organizations for the purpose of providing training and information to parents of infants, toddlers, children, and youth with disabilities, and to people who work with parents to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children with disabilities. The centers must meet the unique training and information needs of parents and must assist parents to: (1) understand the needs and potential of their children with disabilities; (2) provide follow-up support for their children's early intervention or educational programs; (3) communicate more effectively with professionals; (4) participate fully in early intervention or educational decision making; (5) obtain information about programs, services, and resources, and the degree to which they are appropriate to meet the needs of their children with disabilities; and (6) understand the provisions for serving infants, toddlers, children, and youth with disabilities under Parts B and C of the Individuals with Disabilities Education Act. Although the same framework guides the centers, each one has developed its own style and unique ways to provide service and support to families. The following Parent Training and Information Centers funded in 1999 are examples of the work being done by them. *Team of Advocates for Special Kids (TASK), Anaheim, CA.* will provide training and information to parents of children with disabilities (including under-served populations) and to the professionals who work with children with disabilities to increase awareness of their involvement in the decision-making process. Parents will be assisted to: better understand the nature of their child's disability, along with their educational and developmental needs; communicate effectively with special and regular education personnel and related services personnel; participate in the decision-making processes and the development of their child's educational programs; and obtain appropriate information about the range of options, programs, services, and resources available.

Students with disabilities will be assisted to understand their rights and responsibilities upon reaching the age of majority and to be aware of self-determination and self-advocacy skills during the transition process. *Team of Advocates for Special Kids, Inc. (TASK), San Diego, CA.* emphasizes services to minority families that will enable them to participate more fully and effectively in meeting the educational needs of their children with disabilities. The project supports national education goals by improving services for infants, toddlers, children, and youth with disabilities by helping them reach for the high levels of achievement called for in those goals. Families will be assisted to better understand the nature and needs of their children, and to communicate more effectively with educational professionals and will receive follow-up support for participation in the decision-making processes involved with educational program planning. *Special-Needs Parent Information Network (SPIN) of Maine* is continuing to meet the unique geographic, economic and social needs of the state in providing assistance to parents in improving their understanding of the nature of disabilities and the needs of people with disabilities; in gaining information and skills to provide follow-up support for their child's educational program; in effectively communicating with special educators, school administrators, and other professionals; in being knowledgeable participants in the educational decision-making process; in accessing information about the range of programs, services

and resources available to families; and in increasing their knowledge about laws on the education of children with disabilities. SPIN plans to increase services to parents and families who are members of minority populations, people with low income, people who are homeless and people in rural and isolated areas of the state.

COMMUNITY PARENT RESOURCE CENTERS (84.328C)

(\$299,706; 3 new grants and \$993,657 in support of 10 continuation grants)

This priority is designed to support local parent training and information centers to help ensure that underserved parents of children with disabilities, including low-income parents, parents of children with limited English proficiency, and parents with disabilities, have the training and information that they need to enable them to participate effectively in helping their children with disabilities to access the special education system. *Pyramid Parent Training, New Orleans, LA* is a community-based, parent-run organization that has for nine years provided special education information, training and support to traditionally underserved groups of parents with disabilities. It is aggressively addressing the problem of reaching parents who are isolated because of socioeconomic and cultural and/or language/literacy barriers. *Loving Your Disabled Child (LYDC), Los Angeles, CA* is the fiscal agent for a collaborative project which also involves Parents of Watts (POW), which serves African American and Latino families in Los Angeles County, and Vietnamese Parents with Disabled Children Association, Inc. (VPDACA), which provides support to Vietnamese families in Los Angeles and Orange Counties. This innovative partnership will allow the three community-based programs to expand the individualized and culturally responsive training, information, and support services offered to underserved families in their communities, and enhance their own program capacity and visibility through the sharing of resources, community linkages, and administrative support.

TECHNICAL ASSISTANCE TO PARENT PROJECTS (84.029R)

(\$1,328,000; 1 continuation cooperative agreement).

The Alliance Project, out of the *PACER Center, Inc., Minneapolis, MN* provides the coordination and technical assistance to support the Parent Training and Information (PTI) Centers and the Community Parent Resource Centers (CPRC). A primary goal is to expand the leadership capability of the centers to enable them to provide information and training to an increasing number of parents and children with disabilities. Other activities of the Alliance Project include: (1) planning and conducting one national and four regional conferences each year; (2) conducting an assessment of the training and information needs of the PTIs; (3) providing direct technical assistance to PTIs on management processes or content areas as identified through the needs assessment; (4) improving the technological capacities of the PTIs, including an electronic network that links them together and to other information sources; (5) identifying effective strategies for working with parents, families and schools, and incorporating these strategies into training materials; and (6) providing direct technical assistance to PTIs and other parent centers that serve underserved and under represented populations. Supplemental funding was provided to train one staff person from each Parent Training and Information Center on the IDEA regulations.

TECHNICAL ASSISTANCE & DISSEMINATION

FY 1999 Appropriation: \$44,556,000

PURPOSE:

Funds are used to support institutes, Regional Resource Centers, clearinghouses and programs that assist States and local entities to build their capacity to improve early intervention, educational, and transitional services and results for children with disabilities and their families, and to address systemic-change goals and priorities. Technical assistance and dissemination projects also have a role to play in promoting knowledge production, the integration of research and practice, and the use of professional knowledge.

PROGRAM ACTIVITIES:

INFORMATION AND TECHNICAL ASSISTANCE ON AGE/GRADE ISSUES

NATIONAL CLEARINGHOUSE ON POSTSECONDARY EDUCATION FOR INDIVIDUALS WITH DISABILITIES (84.326H)

(\$450,000; 1 continuation cooperative agreement).

HEATH (Higher Education and the Handicapped) Resource Center is located at the *American Council on Education, Washington, D.C.* The Clearinghouse serves as an information exchange regarding educational support services, procedures, policies, adaptations, and opportunities at colleges and universities, vocational technical schools, independent career schools, adult and continuing education programs, independent living centers, and other training entities for youth and adults with disabilities. The Clearinghouse promotes information regarding the kinds of accommodations that enable full participation by students with disabilities in regular, as well as specialized, postsecondary programs so that these settings will be the least restrictive and most productive environment possible for each individual. Activities of the Clearinghouse include: developing materials on various topics of immediate need for persons with disabilities; maintaining an 800 number for fast communication by consumers; and outreach activities which include conference attendance and displays at professional meetings.

EARLY CHILDHOOD TECHNICAL ASSISTANCE CENTER (84.024A)

(\$4,192,912; 1 continuation cooperative agreement).

The center, located at the University of North Carolina, Chapel Hill, NC, is providing technical assistance to States, territories, and projects funded through the Early Childhood Program. The National Early Childhood Technical Assistance Center provides technical assistance to all States, outlying areas and the Bureau of Indian Affairs, in order to (1) assist each entity in implementing comprehensive and quality early intervention services under Part C for children ages birth through two and their families; and educational and related services for young children with disabilities (ages three through five), including minority children and children with limited English proficiency, and (2) help entities respond to needs identified through their self-assessment and through Federal and State monitoring activities. The center also provides technical assistance to early childhood model demonstration, outreach and research projects funded by the Office of Special Education Programs (OSEP) under the IDEA.

ACCESSING SCHOOL-TO-WORK AND POSTSECONDARY ENVIRONMENTS—TECHNICAL ASSISTANCE (84.158M)

(\$1,850,000; 1 continuation cooperative agreement jointly funded with the Goals 2000 School-To-Work Program and the Rehabilitative Services Administration).

The purpose of the Transition Alliance at the *University of Illinois, Champaign, IL* is to promote the transition of youth with disabilities, including those with severe disabilities, to gainful employment,

postsecondary education, and independent living after graduation. This project provides technical assistance to personnel working on planning and implementing school-to-work opportunities systems projects, States implementing cooperative projects to improve transition services, and model demonstration transition, postsecondary, and supported work projects funded under IDEA and the Vocational Rehabilitation Act. The project prepares information on how best to fulfill the secondary education, transition, and school-to-work preparation needs of youth in user-friendly formats for relevant audiences such as policy-makers, administrators, teachers, employers, other service providers, parents, and individuals with disabilities.

**ELEMENTARY AND MIDDLE SCHOOLS TECHNICAL ASSISTANCE CENTER (EMSTAC)
(\$3,000,000; 1 continuation contract).**

The overall purpose of this project under the direction of the *American Institutes for Research, Washington, D.C.* is to develop a comprehensive national technical assistance model for elementary and middle schools. Strategies to accomplish this goal include selecting a sample of school districts to receive technical assistance; conducting a needs assessment; designing a comprehensive, systematic technical assistance approach; establishing a resource bank; evaluating the results of the technical assistance efforts in the sample districts; and expanding the technical assistance approach to a national scope.

INFORMATION AND TECHNICAL ASSISTANCE ON POLICY/DISABILITY ISSUES

**CENTER FOR POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (84.326S)
(\$499,968).**

The purpose of the center is to assist schools in designing and implementing effective school wide positive behavioral intervention and support programs by creating greater awareness of research-based approaches, including identifying state and local policies which support them and by building the necessary knowledge base, momentum, and resource networks to encourage their widespread application. The center will be based at the *University of Oregon, Eugene, OR* in collaboration with key personnel at the University of Kansas, University of Kentucky, University of Missouri, and University of South Florida. The focus is on the development and maintenance of whole systems of practices, structures, and policies that enable school staff to sustain the adoption of research-validated practices, foster positive teaching and learning environments in schools for all students and staff as well as integrated, school-wide, classroom, non-classroom and individual student subsystems, and efficiently and effectively supports students with severe emotional and behavioral disorders.

**NATIONAL CLEARINGHOUSE ON DEAF-BLINDNESS (84-326U)
(\$400,000; 1 new grant).**

The purpose of the D-B Link project which operates under the leadership and central management of the teaching research division of Western *Oregon State University, Monmouth, OR* is to establish a national clearinghouse on deaf-blindness to improve outcomes for children and individuals who are deaf-blind. It will make widely available specialized knowledge, effective practices, research, and other informational resources related to deaf-blindness. To carry out this important role, the clearinghouse will identify, collect, organize, and disseminate information related to deaf-blindness, including research-based and other practices that are supported by statistical narrative data establishing their effectiveness in improving results for children who are deaf-blind.

CENTER ON IMPLEMENTING INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES IN URBAN DISTRICTS AS PART OF EDUCATION REFORM (84.086C)
(\$1,117,954; 1 continuation cooperative agreement).

The National Institute for Urban School Improvement, located at the *University of Colorado, Denver, CO*, focuses activities on three centers: a Research Synthesis Center studies effective schooling practices and outcomes, urban life and culture, and community stakeholders. The Implementation Center studies the linkages between school districts and institutions of higher education and the impact on preservice school professional preparation, action-research agendas, and the development of leadership teams. The Marketing, Dissemination, and Utilization Center studies school reform agendas and educational networks within the general and special education communities with the aim of creating high quality inclusive urban schools through information access and networking.

CENTER TO SUPPORT THE ACHIEVEMENT OF WORLD CLASS OUTCOMES FOR STUDENTS WITH DISABILITIES (84.159C)
(\$515,000; 1 continuation cooperative agreement).

The purpose of this Center, located at the *University of Minnesota, Minneapolis, MN*, is to assist States in implementing activities to improve outcomes for students with disabilities, to assist in the implementation of the requirements of Goals 2000 for students with disabilities. The Center, working with Regional Resource Centers funded under IDEA, other technical assistance providers, and States, will develop and facilitate the use of appropriate accommodations and adaptations of assessments for students with disabilities. Other activities for the Center include promoting the use of outcome-related data for these students; documenting the extent to which students with disabilities are included in State activities; developing national-level data on the status of outcomes for students with disabilities and the degree to which these students are achieving the National Education Goals; reporting on technical advances in the accommodation and participation of students with disabilities; working with researchers and developers who are conducting related work and facilitating the exchange of information among such projects; and assisting States and the Department to ensure that standards-setting and assessment processes and documents, as well as any other Goals 2000 related activities, include the perspectives of the disability community. The supplement will support the following activities: expanded training for local education agencies, including participation in OSEP training institutes and follow-up strategic planning and training activities, and a training session on assessment issues related to IDEA 1997.

STATE & FEDERAL POLICY FORUM FOR PROGRAM IMPROVEMENT (84.159K)
(\$364,898; 1 continuation cooperative agreement).

The grantee, the National Association of State Directors of Special Education, Inc., Alexandria, VA, through the establishment of the State/Federal Forum for Program Improvement (Project FORUM), assists the Office of Special Education Programs in communicating with policy makers, practitioners, and consumers on issues of national significance relating to the education of infants, toddlers, children, and youth with disabilities. In this role, Project FORUM identifies and prioritizes information needs through mini-forums and participation in electronic communication vehicles; maintains and makes accessible a State Policy database; and analyzes critical and emerging issues that can be utilized to support policy and implementation decisions and promote the use of information for program improvement at all levels.

CENTER FOR EFFECTIVE COLLABORATION AND PRACTICE: IMPROVING SERVICES FOR CHILDREN AND YOUTH WITH EMOTIONAL AND BEHAVIORAL PROBLEMS (84.237T)
(\$498,977; 1 continuation cooperative agreement).

The Center for Effective Collaboration and Practice (CECP), located at the *American Institutes for Research, Washington, D.C.*, supports and promotes a reoriented national preparedness to foster the development and adjustment of children with or at risk of emotional disturbance. To achieve that goal,

CECP is dedicated to a policy of collaboration at Federal, State, and local levels that contributes to and facilitates the production, exchange, and use of knowledge about effective practices. The Center has established an extensive network of participants, including strategic partnerships with agencies and associations, teams of experts, consumers and family members, to assist in developing, synthesizing, and exchanging useful and usable information. CECP's extensive Web Page, which contains numerous links to government and institutional sources of related information, can be reached through the Department's Web Page (at ed.gov) or, directly, at <http://www.air-dc.org/cecp/cecp.html>.

OUTREACH SERVICES TO MINORITY ENTITIES TO EXPAND RESEARCH CAPACITY (84.326M) (\$1,000,000; 1 new grant).

This priority provides funding to the *University of Virginia, Charlottesville, VA* to increase the participation of Historically Black Colleges and Universities (HBCUs) and other institutions of higher education with minority enrollments of at least 25 percent (OMIs) in discretionary research and development grant activities authorized under the Individuals with Disabilities Education Act (IDEA). An additional purpose of this project is to increase the capacity of individuals at these institutions to conduct research and development activities in early intervention, special education, and related services. The project will provide outreach and technical assistance to these institutions to increase their participation in competitions for research, demonstration and outreach grants, cooperative agreements, and contracts funded under the IDEA.

INFORMATION AND ASSISTANCE TO STATE AGENCIES

NATIONAL CENTER ON DISPUTE RESOLUTION (84.326D) (\$499,575; 1 continuation cooperative agreement)

The center, which is located at *Direction Service, Eugene, OR*, provides technical assistance on dispute resolution procedures, with an emphasis on procedures other than due process hearings, to all States and outlying areas. In addition, the center coordinates with the existing technical assistance to parent projects to provide technical assistance to all parent training and information centers and community parent resource centers, develops informational exchanges with other technical assistance and information dissemination systems; and disseminates information on best practices in dispute resolution. The center's partners include the Mediation Information and Resource Center, the National Association of State Directors of Special Education, the National Information Center for Children and Youth with Disabilities, the Technical Assistance Alliance for Parents Centers, Western Oregon University, and the Western Regional Resource Center.

REGIONAL RESOURCE CENTERS (84.326R) (\$397,620; 1 new cooperative agreement and \$6,600,000; 5 continuation cooperative agreements).

The Regional Resource Centers (RRCs) provide technical assistance and training, as requested, to State educational agencies, and through those State educational agencies, to local educational agencies and to other appropriate public agencies providing special education and related services. The purpose of this assistance is to aid these agencies in providing early intervention, special education and related services to infants, toddlers, children and youth with disabilities and their families. The program is designed to provide services to all States and territories, the District of Columbia, and the schools of the Bureau of Indian Affairs. The centers provide a wide range of assistance to State education agencies, some examples of which include: assistance in developing, identifying, and replicating successful programs and practices; assisting in the training of parents and professionals; providing information, expert consultation and resources on State-specific issues; providing inservice training; and helping States with strategic planning. Regional Resource Centers are located at the following institutions: *Trinity College of Vermont, the*

University of Kentucky, Auburn University – Montgomery, Ohio State University, Utah State University, and the University of Oregon.

STATE AND MULTI-STATE PROJECTS FOR CHILDREN AND YOUNG ADULTS WHO ARE DEAF-BLIND AND OPTIONAL MATCHMAKER PROJECTS (84.326C)
(\$9,199,964; 48 new grants).

Two types of projects are funded under this competition: State and Multi-State Projects and Optional Matchmaker Projects. The *State and Multi-State Projects* provide technical assistance, information, and training that address the early intervention, special education, related services, and transitional service needs of children with deaf-blindness and enhance State capacity to improve services and outcomes for such children and their families. *Optional Matchmaker projects* are intended to expand the capacity of State and local educational agencies beyond that supported by the State and Multi-State project, to effectively serve children who are deaf-blind by developing, implementing, evaluating, and disseminating new or improved approaches for providing early intervention, special education and related services to infants, toddlers, and children who are deaf-blind.

TECHNICAL ASSISTANCE TO GRANTEES UNDER STATE AND MULTI-STATE PROJECTS FOR CHILDREN WHO ARE DEAF-BLIND (84.025C)
(\$1,695,661; 1 continuation cooperative agreement).

The objective of the project, which is located at the Teaching Research Division, *Western Oregon State College, Monmouth, OR*, is to assist States to improve the quality of existing placements and services for individuals (birth through young adulthood) who are deaf-blind; and second, to increase the number of children/young adults, their families, and their service providers who benefit from these services. This project provides national technical assistance efforts to State and multi-State grantees, State education agencies, Part C lead agencies, adult service providers, and family members in order to promote and support statewide infrastructures for planning and service provision.

GENERAL SUPPORT FOR IMPLEMENTATION OF IDEA

NATIONAL INFORMATION CENTER FOR CHILDREN WITH DISABILITIES (NICHCY) (84.326N)
(\$1,100,000; 1 continuing cooperative agreement).

This project provides parents, professionals and others with current and factual information regarding the diverse issues related to the education of children and youth with disabilities. The Clearinghouse, located at the *Academy for Educational Development*, Washington, D.C., disseminates information on the characteristics of infants, toddlers, and children with disabilities and on the programs, legislation, and services related to early intervention or education under IDEA; participates in outreach, technical assistance, and dissemination of information on issues related to children with disabilities; promotes public awareness of disability issues and the availability of relevant information, programs, and services; disseminates information related to early intervention, education and related services that is responsive to current and future informational needs of parents, professionals, and individuals with disabilities; provides technical assistance to agencies and organizations seeking to establish information and referral services; and develops strategies to disseminate information to under represented groups such as those with limited English proficiency.

LINKING POLICY AND PRACTICE AUDIENCES TO THE 1997 AMENDMENTS OF IDEA (84.326A)
(\$5,991,588; 4 continuing grants).

This priority supports awards to four partnerships between associations and other entities so they can contribute to the successful implementation of IDEA, including Part C. These partnerships will be established in order to inform and provide support to their members and constituents in understanding the

changes to the law, the implications of these changes for their respective roles in improving results for children with disabilities, and how research-based best practices can be used to implement the law. Partnerships must collaborate to meet the needs of one of four audiences: policy makers, service providers, local-level administrators, and families and advocates. One partnership will be supported for each audience. *The National Association of State Directors of Special Education (NASDSE), Alexandria, VA* with the collaboration of eight partners will conduct the Policy Maker Partnership. The partnership will provide represented constituency groups with research-based information, support, and technical assistance that will assist in reviewing and revising policies addressing the education of students with disabilities and aligning them with the goals of IDEA 97; as well as develop, administer, and manage systems change strategies for implementing IDEA 97 in the context of general education reform. The *Pacer Center, Minneapolis, MN* will conduct the Families and Advocates Partnership with eleven core partner associations representing general and special education interests. The goals of the partnership are to inform and provide support to families and advocates through a partnership between families and disability organizations; to promote research-based best practices that positively impact the results for children with disabilities in accessing challenging curricula, meeting high expectations, realizing success through ongoing assessment of progress, and increasing involvement of parents and disability advocates in children's programs; and to maintain effective and efficient networking, marketing, and outreach activities to ensure broad-based understanding of the 1997 IDEA changes and promote proper implementation at the state and local levels. The Service Providers Partnership will be conducted by the *Council for Exceptional Children (CEC), Reston, VA* with eight partners to provide accurate information regarding IDEA 1997 to every school/early intervention site in the United States, to assure that responsive systems are in place for facilitating implementation of IDEA, and to develop a critical mass of leadership sites implementing effective IDEA instructional practices for young children and students with disabilities. *CEC* will also conduct the partnership for local level administrators with five partners. The goals of the project are: to increase the knowledge of local administrators about the range of options for meeting the legal requirements of IDEA 97 through telecasts, electronic venues, and multimedia packages in at least 7,000 school districts; establish a technical assistance/materials development and evaluation process in at least 7,000 school districts; accelerate IDEA knowledge accumulation in and dissemination to at least 4,000 school districts by collaborating with a network of cross-functional teams and IDEA Spotlight Implementation Sites; provide guidance for administrators in at least 4,000 districts concerning school wide models for implementing IDEA; and promote site-based IDEA leadership models.

NATIONAL CLEARINGHOUSE ON CAREERS AND PROFESSIONS RELATING TO EARLY INTERVENTION AND EDUCATION FOR CHILDREN WITH DISABILITIES (84.326P) (\$700,000; 1 continuing cooperative agreement).

The mission of the clearinghouse is to collect, analyze, and disseminate information on current and future national, regional, and State needs for special education and related services personnel; develop and disseminate information to potential special education and related services professionals concerning career opportunities, location of preparation programs, and various forms of financial assistance (such as scholarships, stipends, and allowances); improve and maintain a knowledge base concerning appropriate programs preparing special education and related services professionals; establish networks of local and State educational agencies and professional associations to maximize the sharing and accuracy of information regarding career and employment opportunities; and provide technical assistance to institutions of higher education seeking to meet State and professionally recognized standards. The clearinghouse, located at *The Council for Exceptional Children, Reston, VA* proposes to expand its mission to implement targeted marketing campaigns and dynamic information networks designed to strengthen the continuum of career and professional development of qualified and diverse educational professionals and paraprofessionals. The ongoing effectiveness of the project will be grounded in four key areas: 1) educational reform and standards which demand better results and greater numbers of qualified professionals; 2) the IDEA 97 reauthorization requiring greater participation of general educators and

partnerships among state agencies, university programs, and local education agencies; 3) the growing diversity of America which necessitates educators who are culturally competent; and 4) quality-first, knowledge-based clearinghouse operations strengthened by substantial technological resources.

CENTER TO PROMOTE THE ACCESS TO AND PARTICIPATION BY MINORITY INSTITUTIONS IN DISCRETIONARY PROGRAMS AUTHORIZED UNDER THE IDEA (84.920T) (\$1,706,547; 1 continuation cooperative agreement).

The New Alliance Project at the *University of New Mexico, Albuquerque, NM* is to address the increasing demand for, and declining number of personnel from historically under represented ethnic groups for special education and related services. The project will also address the enhancement of institutional and program quality at Historically Black Colleges and Universities and other minority institutions, including their access to external funding to support students and their personnel preparation programs.

FEDERAL REGIONAL RESOURCE CENTER (\$500,000; 1 continuation contract).

The Federal Regional Resource Center (FRRC), located at the *Academy for Educational Development, Washington, D.C.*, serves to identify emerging issues and needs relating to the efforts of State and local governments to provide education and related services to children and youth with disabilities. The FRRC also helps to ensure that the technical assistance and information that the various Regional Resource Centers provide to State education agencies reflects a national perspective and is consistent in terms of content and strategy. Supplemental funds were provided to the FRRC to carry out activities relating to the implementation of the IDEA Amendments of 1997.

TECHNICAL ASSISTANCE IN DATA ANALYSIS, EVALUATION, AND REPORT PREPARATION (\$1,350,000; 1 continuation contract).

The purpose of the contract with the Westat Corporation, Rockville, MD is to collect and analyze State-reported data related to the provision of a free and appropriate public education to all children with disabilities; analyze data related to significant and emerging trends and issues in the education of children with disabilities; prepare and produce the Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act; and, provide technical assistance to States to improve the quality of State-reported data.

EDUCATION RESOURCE INFORMATION CENTER – ERIC/OSEP SPECIAL PROJECT (\$730,000; one continuation contract jointly funded with the Office of Educational Research and Improvement).

The ERIC Clearinghouse on Disabled and Gifted Children, located at the *Council for Exceptional Children, Reston, VA*, processes and disseminates through ERIC and through outside channels, information on special education research in progress; establishes an ongoing collaborative mechanism to provide products and services related to research in special education; and develops a collaborative mechanism for reviewing research results and responding to emerging special education issues.

SUMMER AND WINTER SPECIAL OLYMPICS GAMES (84-325S) (\$2,000,000).

Congress appropriated these funds to be used for school enrichment programs, academic symposiums, hosting town programs, awareness programs, preparation and planning for the Special Olympic Games.

TECHNOLOGY DEVELOPMENT, DEMONSTRATION, AND UTILIZATION

FY 1999 Appropriation: \$34,523,000

PURPOSE:

This program supports the development, testing, and application, of technological innovation with three major objectives. The first is to promote the educational advancement of individuals with disabilities by carrying on research in the use of educational media for individuals with disabilities; producing and distributing educational media for the instruction of individuals with disabilities, their parents, their actual or potential employers, and other individuals directly involved in work for the advancement of individuals with disabilities; training individuals in the use of educational media for instruction of individuals with disabilities; and utilizing educational media to help eliminate illiteracy among individuals with disabilities.

The second objective is to promote the general welfare of deaf and hard-of-hearing individuals by bringing to those individuals an understanding and appreciation of films, videos, and television programs that play an important part in the general and cultural advancement of hearing individuals. Finally, this program aims to promote the general welfare of visually impaired individuals by bringing an understanding and appreciation of textbooks, films, television programs, video materials, and other educational publications and materials that play an important part in the general and cultural advancement of visually unimpaired individuals, and ensuring access to television programming and other video material.

PROGRAM ACTIVITIES:

TECHNOLOGY DEVELOPMENT

STEPPINGSTONES OF TECHNOLOGY INNOVATION FOR STUDENTS WITH DISABILITIES (84.327A) (\$6,780,000; 15 new grants and 6 continuation grants).

The purpose of this priority is to support projects that conduct work in one of the following three phases: (1) development, (2) research on effectiveness, or (3) research on implementation on a technology-based approach for achieving one or more of the following purposes for students with disabilities: (1) improving results; (2) improving access to and participation in the general curriculum; and (3) improving accountability and participation in educational reform. *Ohio University, Athens, OH*, will develop interactive technology for individual or group use that will improve the social problem-solving skills of middle school students with disabilities. The computer software developed by the project will help students to experience scenarios in a non-threatening environment and provide them practice with metacognitive social problem solving prior to experiencing the situation in real life settings. *Northeastern University, Boston, MA* This Phase 11 project is concerned with evaluating the role of communication technology in promoting literacy in non-speaking students with developmental disabilities. A promising technology-based approach involving an innovative combination of voice output communication aids (VOCAs) or talking word processors and the copy-cover-compare method of spelling instruction will be evaluated. *Research and Development Institute, Sycamore, IL* will provide blind junior high and high school students with a software tutorial to learn the Nemeth Code of Braille mathematics notation.

USING RESEARCH TO HELP CHILDREN LEARN TO READ (84.327B) (\$2,000,000; 1 continuation grant).

The purpose of this priority is to demonstrate the use of existing publicly funded telecommunications systems to provide the public, families, and teachers with research-based information on early diagnosis of, intervention for, and effective strategies for teaching reading to young children with disabilities whom demonstrate difficulties learning to read. For the purposes of this priority, the term “young” refers to children through grade four. *The Greater Washington Educational Telecommunications Association, Inc. (GWETA)* was the recipient of this grant.

CENTER TO LINK SCHOOL DISTRICTS WITH INFORMATION AND SUPPORT ON THE USE OF TECHNOLOGY, EDUCATIONAL MEDIA, AND MATERIALS
(\$626,000; 1 continuation contract).

The *Education Development Center, Newton, MA* is establishing the Center to Link Urban Schools with Information and Support on Technology and Special Education (LINK*US) to improve educational outcomes for students with disabilities by linking urban school districts to available and relevant information and support on the effective use of technology. The goal is to enable districts to (1) identify their needs and make plans based on those needs; (2) have access to information and support that is closely aligned with their needs and plans; and (3) develop the capacity to monitor, document, and evaluate the outcomes.

THE FAMILY CENTER ON TECHNOLOGY AND DISABILITY
(\$600,225; 1 continuation contract).

The center, which is located at the *United Cerebral Palsy Associations, Washington, D.C.*, helps other programs and organizations to provide information and support about available technology to families of children with disabilities. It assesses needs and resources, forms a broad-based network, collects, develops, and disseminates materials, and participates in meetings and events.

NATIONAL CENTER TO IMPROVE THE TOOLS OF EDUCATORS (NCITE)
(\$510,909; 1 continuation contract).

The center works with publishers, governmental agencies, professional organizations, and others to improve the quality of technology, educational media, and materials for use with students with disabilities.

It synthesizes research, evaluates materials, assists in developing curriculum frameworks, and advises on policy and other activities relevant to its purpose. The center is located at the *University of Oregon, Eugene, OR*.

SMALL BUSINESS INNOVATIVE RESEARCH (SBIR)
(\$1,784,607; 18 contracts).

The Department of Education participates in the Small Business Innovative Research (SBIR) program authorized by the Small Business Innovation Development Act of 1982. Under this program, a specified percentage of the Department's research and development funds must be awarded through special competitions to profit-making small businesses. Programs administered by the Office of Special Education and Rehabilitation are major sources of funding in the Department for SBIR awards. The following are examples of the 15 research projects, which OSERS supported under this program in fiscal year 1999.

Dancing Dots Braille Music Technology, Upper Darby, PA will develop a new module for GOODFEEL, which will be capable of interpreting files in Score format by extracting all musical data relevant to producing a Braille score and passing them on to GOODFEEL's existing formatting functions. *Applied Sciences Laboratory, Inc., Albuquerque, NM* will develop a capability for computers to recognize partially structured speech as spoken by an instructor in a classroom, and will present the recognized speech to students in the classroom in real time. The *American Research Corporation of Virginia, Radford, VA* will develop and evaluate interactive multimedia for diffusion of job matching and searching strategies to adolescents with disabilities in grades 9-12.

TECHNOLOGY, EDUCATION MEDIA, AND MATERIALS TECHNICAL SUPPORT
(\$625,849; 1 continuation contract).

The purpose of this contract is to: 1) promote and evaluate the agenda for the technology, educational media, and materials program; and 2) communicate the findings from projects to improve practice,

programs, and policies as a means to achieve better outcomes for children with disabilities. The contractor is *Chesapeake Institute, Washington, D.C.*

CAPTIONING AND MEDIA SERVICES

TECHNOLOGY AND MEDIA SERVICES FOR INDIVIDUALS WITH DISABILITIES – CLOSED CAPTIONED EDUCATIONAL PROGRAMMING (84.327E) (\$747,995; 6 continuation cooperative agreements).

This priority continues and expands the closed captioning of widely available commercial free educational and instructional programming which is suitable for classroom use and is shown on national broadcast, the Direct Broadcast Satellite, or basic cable television networks. *VITAC Corporation, Canonsburg, PA* will provide captioning for WAM!, America's Kids Network, which features such programs as Kid's Planet Video, Mathematical Eye, and Scientific Eye. VITAC will also caption programs for UVTW/WGN and KCET. *CaptionMax, Inc., Minneapolis, MN* has two grants: one to provide for children's educational programming on the History Channel Classroom and one for the A&E Classroom. *The National Captioning Institute, Vienna, VA* captions children's educational programming for the Noggin Channel.

CAPTIONED FILMS AND VIDEOS DISTRIBUTION SYSTEM (84.327N) (\$1,349,739; 1 continuation cooperative agreement).

This competition supports one cooperative agreement to operate a distribution system of captioned films and videos that provides deaf and hard of hearing individuals with access to educational and general interest media on a free-loan basis. *The National Association of the Deaf, Silver Spring, MD* uses a delivery system based on planning, monitoring, and control to provide guidance, effective communication, and clear direction to depository managers to make management decisions and operational changes based on facts and valid data, and to provide users with superior products.

TECHNOLOGY AND MEDIA SERVICES FOR INDIVIDUALS WITH DISABILITIES – CLOSED CAPTIONED DAYTIME TELEVISION (84.327S) (\$1,382,813; 4 continuation cooperative agreements).

This priority continues and expands closed captioning of a variety of daytime programs. *Media Captioning Services, San Diego, CA* captions the daytime news programming for CNN (Cable News Network) and the Fox News Channel. The *WGBH Educational Foundation, Boston, MA* will ensure a wide selection of programming from syndication and 11 cable networks to include Bravo, The Discovery Channel, The Learning Channel, and The Travel Channel. *VITAC Corporation, Inc., Canonsburg, PA* will provide continued and expanded captioning for daytime dramas for NBC and CBS, Discovery Channel programming such as Home Matters and Men in Tool Belts, and programs for Lifetime Television.

CLOSED-CAPTIONED SPORTS PROGRAMS (84.026A) (\$626,214; 5 continuation cooperative agreements).

This priority supports projects designed to continue and expand closed captioning of major national sports programs shown on national commercial broadcast or basic cable television networks. Captioning provides a visual representation of the audio portion of the programming and enables individuals who are deaf or hard of hearing to participate in the shared social and cultural experiences of national sporting events. The five funded projects, two from *VITAC Corporation, Inc., Canonsburg, PA* and one each from *The National Captioning Institute, Fairfax, VA*, *Media Captioning Services, Carlsbad CA*, and *Real Time Captioning, Inc., Van Nuys, CA* provide closed-captioning of televised playoff and championship games and continue to provide expanded access to sporting events on major broadcast networks (ABC, CBS, NBC, FOX), basic cable, and satellite feeds.

RESEARCH ON EDUCATIONAL CAPTIONING (84.026R)**(\$239,201; 2 continuation grants).**

This priority supports research on captioning of educational media and materials. Research can be based on the instructional use of captioning or the use of captioning as a language development tool for enhancing the reading and literacy skills of individuals who are deaf and hard of hearing. Media and technologies explored or used by projects funded under this priority may include, but are not limited to (1) television—including high-definition television, (2) videos, and (3) other media and multimedia technologies such as interactive videodiscs and CD-ROMs. Two projects were funded under this priority: the *Institute for Disabilities Research and Training, Silver Spring, MD* is conducting two studies addressing the following questions: (a) what rapid eye movement strategies do people use in reading captioned television? (b) How do these strategies vary with different people and different types of material? Can people be taught to use more efficient eye movement strategies when reading captioned television? The project at *Utah State University, Logan, UT* will be looking at ways to make multimedia materials more accessible by adapting captioning standards for digital technologies.

CLOSED-CAPTIONED TELEVISION PROGRAMS (84.327U)**(\$4,900,694; 18 new cooperative agreements).**

This priority supports projects that provide closed-captioning of television programs in several areas, such as national news and public information programming; syndicated television programming; and children's programs. Grantees under this priority include *WGBH Educational Foundation, National Captioning Institute, Inc., Media Captioning Services, VITAC, and Caption Max.*

TECHNOLOGY AND MEDIA SERVICES FOR INDIVIDUALS WITH DISABILITIES – VIDEO DESCRIPTION PROJECTS (84.327C)**(\$699,890; 2 continuation cooperative agreements).**

This priority supports the description of diverse national television programming in order to enhance shared educational, social, and cultural experiences of persons whom are visually impaired. *WGBH Educational Foundation, Boston, MA* will provide television description for certain programs on the Encore Network, Turner Classic Movies, and the USA Network. *Narrative Television Network, Tulsa, OK* describes movies as well as network and syndicated television programming.

VIDEO DESCRIPTION (84.026C)**(\$799,348; 4 continuation cooperative agreements).**

This priority supports projects that provide video description in two areas: (a) broadcast and cable television programs; and (b) home video. The purpose of the activity is to describe television programs and videos in order to make them more accessible to children and adults with visual impairments; and thereby, enhance their shared educational, social, and cultural experiences. The project at *Narrative Television Network, Tulsa, OK* provides blind and visually impaired children and adults with described syndicated television and movie programming. The *WGBH Educational Foundation, Boston, MA* project continues to make educational programs and movies on home video, as well as public and cable children's television programs, accessible to people who are blind or visually impaired.

CLOSED CAPTIONED SPANISH PROGRAMMING (84.327F)**(\$395,000; 2 new cooperative agreements).**

This priority supports a variety of television programs broadcast or cablecast in Spanish to be captioned in that language so that Latino individuals who are deaf or hard of hearing can have access to those same programs as their family and friends. *The National Captioning Institute, Fairfax, VA* will provide

captions for Spanish language television programming on CNN *en Espanol*. **Real Time Captioning, Inc., Van Nuys, CA** will provide real-time Spanish captions for programs on Telemundo, WGBO, and KMEX.

**CLOSED CAPTIONED LOCAL NEWS AND PUBLIC INFORMATION (84.327L)
(\$1,000,000; 13 new cooperative agreements).**

This program provides for start up costs and for the captioning of local television programming utilizing the real-time stenographic method preferred by consumers who are deaf or hard of hearing. Representative projects with grantees which have not previously received any grants to caption programming under IDEA include **Visual Audio Captioning, Fairfax, VA** which has three projects to provide captions for programs on W*USA, WOIO-TV, and WUAB. **Closed Captioning Services, Grand Rapids, MI** has two projects to provide captions for WOOD-TV and WZZM. **Caption Services of Kansas, Lawrence, KS** will provide captions for KTUL. **LNS Captioning, Portland, OR** will provide captions for a variety of programming on KZEI.

**RECORDED AUDIO CASSETTES FOR VISUALLY AND PRINT DISABLED STUDENTS (84.327K)
(\$5,000,000; 1 continuation grant).**

Recordings for the Blind and Dyslexic, Inc., Princeton, NJ, will record, produce, duplicate, and distribute four-track cassette versions of textbooks and other educational reading materials for students who are visually and print disabled.

TECHNOLOGY AND MEDIA SERVICES FOR INDIVIDUALS WITH DISABILITIES – RECORDINGS FOR THE BLIND (84.327R)

(\$1,500,000; 1 continuation cooperative agreement).

Recordings for the Blind and Dyslexic, Inc., Princeton, NJ, will handle requests for educational materials from students who are visually or print disabled at all educational levels. It will coordinate and collaborate with publishers, software developers, other manufacturers of accessible materials for individuals who are visually impaired or otherwise print disabled, disability and educational organizations, and government agencies to ensure effective coordination and nonduplication of its efforts in the production of these materials. The project will use new technology, such as electronic text or digital audio synchronization, to produce and distribute the materials in accessible formats that meet and exceed demands; and make consumers an integral part of the improvement process.

**CULTURAL EXPERIENCES FOR DEAF OR HARD OF HEARING INDIVIDUALS (84.327T)
(\$519,179; 5 continuation grants)**

This priority supports projects that provide cultural experiences to enrich the lives of deaf and hard of hearing individuals through the use of an integrated approach that mixes children, youth, and adults who are deaf and hard of hearing with those who can hear while conducting cultural experiences that will increase public awareness and understanding of deafness and other hearing impairments of the artistic and intellectual achievements of deaf and hard of hearing individuals. **The Bethesda Academy of Performing Arts Deaf Access Program** will, in its “DREAMS TO SIGN” program, reflect qualities appropriate for wider dissemination through upgrading the production values of current productions by its teen companies, produce videos of the performances and a documentary of the rehearsal process through a partnership with Stage II Communications, create an original play to be performed by an integrated professional adult company which will travel to schools and community venues on a year round basis building public awareness by showcasing the artistic and intellectual achievements of deaf individuals, disseminating information through a partnership with CableTV/Montgomery and Sprint/Maryland Relay, and providing quantitative data on the growth of public awareness as a result of this initiative by designing evaluation tools to test public reaction in three settings through a partnership with NOVA Research Company. **The Cleveland Signstage Theatre** (formerly Fairmount Theatre of the Deaf) will continue its “Instant Theater”

Residency Project through encouraging joint participation by individuals who are deaf or hard of hearing, youths or adults, in the production and presentation of theater performances in high schools and community theaters. The primary purpose of the *Deaf West Theatre Co., Inc.* is to provide deaf and hard of hearing audiences of all ages a cultural home to discover their talent, cultivate their skills, develop self-esteem and cultural pride through role models, training, and employment, to explore current issues, and to perpetuate deaf culture through a minimum of two professionally produced plays per year, a series of twelve-week drama workshops to be conducted in schools throughout Southern California, and the provision of theater education and drama experiences for children enrolled in target schools in Southern California.

SOLICITATION, SCREENING, EVALUATION, PROCUREMENT, AND CAPTIONING OF EDUCATIONAL AND SPECIAL INTEREST VIDEOS (84.026D)

(\$1,995,886; 1 continuation cooperative agreement)

The purpose of the project awarded to the *National Association of the Deaf, Silver Spring, MD* is to screen, evaluate, caption, and make available educational videos, including classics and special interest titles, for use by students, their parents, and other individuals who are deaf or hard-of-hearing, as well as other individuals directly involved in activities promoting the advancement of individuals who are deaf and hard of hearing. The intent is to ensure that students and other individuals with hearing impairments benefit from the same educational experiences as students and other individuals without a hearing impairment.

NATIONAL THEATER OF THE DEAF (84.026E)

(\$800,000; 1 continuation cooperative agreement).

The purpose of the National Theater of the Deaf, Inc. (NTD), Chester, CT is to support a five-week professional training school for actors with hearing impairments, who in turn, conduct national tours before a wide variety of audiences, providing role models for many children with disabilities. NTD has developed a unique approach to theatrical adaptation. The sophisticated art form represented by this legitimate theater has proven that talent and skill need not be diminished by such a disability as hearing impairments, and that producers, actors, and technicians with disabilities can hold their own in professional theater. Several actors have been awarded the highest honors for outstanding performances and contributions to the entertainment industry. This recognition has provided the public with a positive view of the talent and potential of persons with disabilities. In addition to annual national tours, NTD performs for a variety of organizations, provides theater arts instruction to school programs, conducts summer school sessions, and works with other persons with disabilities to provide them with training in theater arts.